REPORT RESUMES

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RESEARCH AND THE DEVELOPMENT OF ENGLISH PROGRAMS IN THE JUNIOR COLLEGE, PROCEEDINGS OF THE TEMPE CONFERENCE, 1965.
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A JUNIOR COLLEGE ENGLISH CURRICULUM CONFERENCE WAS HELD TO STUDY AND MAKE APPROPRIATE RECOMMENDATIONS ON THE FOLLOWING ELEMENTS--(1) THE PREPARATION AND CONTINUING EDUCATION OF JUNIOR COLLEGE ENGLISH TEACHERS, (2) THE RELATION OF JUNIOR COLLEGE ENGLISH PROGRAMS TO ENGLISH PROGRAMS IN HIGH SCHOOLS AND 4-YEAR COLLEGES AND UNIVERSITIES, AND (3) SPECIALIZED ENGLISH PROGRAMS FOR ADULTS, COMMUNITY SERVICES, TRANSFER STUDENTS, AND TERMINAL STUDENTS. ABOUT 70 INSTRUCTORS, ADMINISTRATORS, RESEARCH SPECIALISTS, AND COLLEGE PROFESSORS PARTICIPATED IN THE CONFERENCE INVOLVING 6 SEMINAR STUDY GROUPS AND 3 GENERAL SESSIONS. RECOMMENDATIONS AND RESEARCH PROPOSALS WERE PREPARED ON THE BASIS OF THE STUDY ELEMENTS DESCRIBED ABOVE. (JH)

Research and the Development of English Programs in

THE JUNIOR COLLEGE

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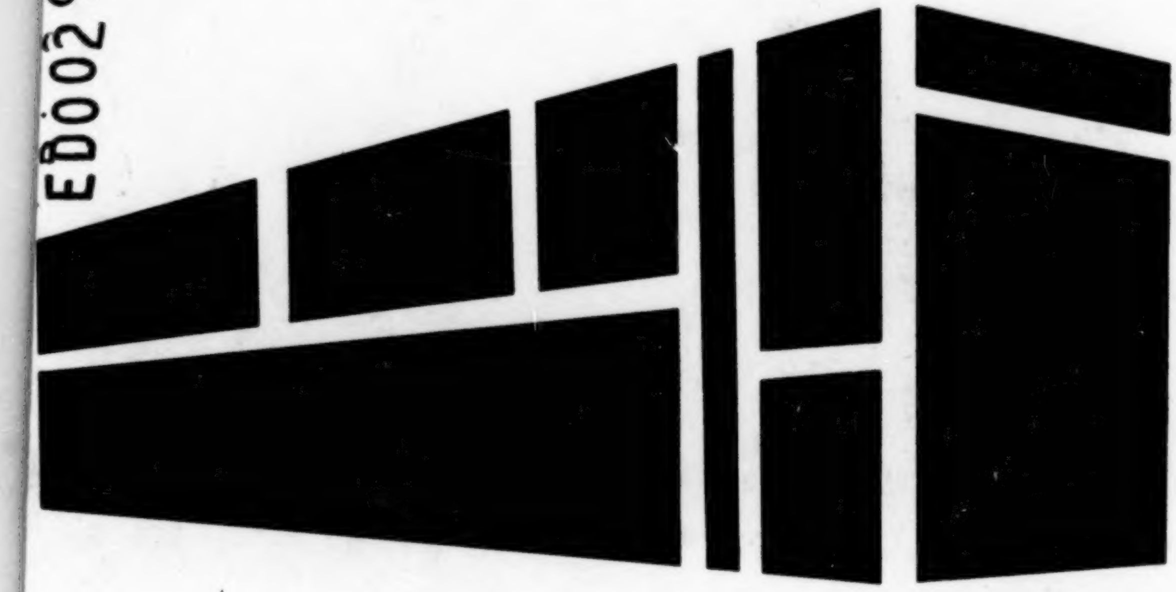

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Cooperative Research Project No. X-004

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RESEARCH AND THE DEVELOPMENT OF ENGLISH PROGRAMS IN THE JUNIOR COLLEGE

Proceedings of the Tempe Conference
1965

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Arizona State University

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NATIONAL COUNCIL OF TEACHERS OF ENGLISH
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Champaign, Illinois 61822
1965

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PREFACE

Supported by the Cooperative Research Program of the United States Office of Education, and cosponsored by the National Council of Teachers of English and the Conference on College Composition and Communication, a National Conference on the Teaching of English in the Junior College was held at Arizona State University, Tempe, Arizona, February 21–23, 1965. In six seminar study groups and in general sessions, some seventy junior college instructors and administrators, professors of higher education, professors of English in four-year colleges and universities, specialists in research, and officers of national agencies and associations sought to identify and to consider problems relative to English instruction in the junior college, and made recommendations and research proposals which may be of service to junior colleges and to higher education throughout the nation.

Each of the six study groups considered one of the following topics: (1) the preparation and continuing education of junior college English teachers; (2) the relation of junior college programs to high school programs; (3) the relation of junior college English programs to four-year colleges and universities; (4) English courses for adults and community services; (5) English programs for transfer students; (6) English programs for terminal students. Special study papers on each of these six topics were prepared and were made available in advance to the conference for each group. Consultants on higher education were assigned to each group.

In advance of the conference, all participants were given copies of some presently available literature on the subject, including a preliminary version of the *NCTE-CCCC Status Study on English Instruction in the Two-Year College,* edited by Samuel Weingarten and Frederick P. Kroeger, *The Two-Year College and the Teaching of English,* by Albert R. Kitzhaber, and *The Training and Work of California Public Junior College Teachers of English,* by Richard M. Bossone.

At three general sessions of the conference, nine papers provided additional information and challenge. At the last two general sessions of the conference, the chairmen of the study groups presented statements of the recommendations and research proposals of their groups for review by the whole conference and by a group of specialists representing different areas or points of view.

Because the number of the participants at the conference at Arizona State University had to be severely limited, a preliminary report of the recommendations and proposals made at the conference was presented by the project director at a general session of the annual convention of the Conference on College Composition and Communication at St. Louis, April 8, 1965. Also at this session, Robert W. Danielson, Grossmont College, and Frederick L. Gwynn, Modern Language Association, representing respectively the two-year college and the four-year college or university, read papers (see within, pp. 105, 112 ff.) in which they reacted to that preliminary report.

This final report presents the nine papers delivered at the conference, the six papers prepared and made available in advance of the conference, the two papers presented at the CCCC convention, and the recommendations and research proposals as presented by the six study groups and as accepted in whole or in part or in modified form by the whole conference.

For preliminary planning the conference was greatly indebted to Doris V. Gunderson (Research Coordinator, Basic Research Branch, USOE), James R. Squire (Executive Secretary, NCTE, and Executive Secretary-Treasurer, CCCC), and Robert F. Hogan (Associate Executive Secretary, NCTE). Wilfred A. Ferrell, assistant director of the conference, and associate professor and director of freshman English at Arizona State University supervised the local arrangements.

At a time when one out of every four or five students entering higher education in the United States enters a junior college, many complex problems face those who have the responsibility for English instruction in all areas of education. Many of the problems in English education in the junior college are identical to those in the four-year college whether with regard to students, faculty, or administration, but there are also problems distinctive to the junior college. The papers, recommendations, and proposals presented in this report of the conference will, it is hoped, serve as helpful guidelines for the improvement of English instruction in the junior college. The participants in the conference trust that as much will be learned from an observation of what was omitted or neglected at the conference as from an observation of the results reported herein.

July 23, 1965

Jerome W. Archer
Arizona State University

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Major Issues

ENGLISH INSTRUCTION IN TWO-YEAR COLLEGES: PROBLEMS AND POSSIBILITIES

ALBERT R. KITZHABER

As I understand it, my function as first speaker on the program is partly ceremonial; but also, I believe, to share with Mr. Merson the responsibility of getting things underway by providing a little background information and identifying some major problems. My remarks, then, must necessarily be rather general; and, let me reassure you on this pleasant Sunday afternoon, they will be brief.

I should like first to communicate to you my own sense of the urgency of the situation we are to discuss, and some of the reasons for that urgency. I will not dwell on the startling rate at which two-year colleges are now being established, or on the explosive increase in enrollment at this kind of institution. Mr. Merson is much better qualified than I to speak on these matters, and I am sure he will do so. But certainly these tendencies alone are reason enough for us to feel a sense of crisis with respect to the teaching of so basic an academic subject as English in these institutions, a subject taken by virtually all students. The mere fact of such rapid growth automatically poses grave problems of staffing, of curriculum planning, of course administration, of quality of instruction, of adequate standards, and many others. And the sooner we confront these problems squarely and intelligently, as I hope we shall begin to do in this conference, the better for the teaching of English and for the education in general of students at two-year colleges.

Another reason for the urgency of the problem of English teaching in these colleges rises from the very fluidity of the situation. Because of this fluidity, the curriculum now is probably a great deal more susceptible to pressure and shaping, for good or for ill, than it will be either when growth begins to taper off and these institutions are able to consolidate their gains; or when two-year colleges in general gain a more secure sense than they now appear to have of their identity as a unique kind of educational enterprise and begin to entrench their policies and practices.

And there is no doubt that pressures of many kinds are already being brought to bear on the two-year college to shape the curriculum in various ways, not all of them desirable. The four-year colleges and universities, for example, often hold up their own freshman and sophomore courses as models for the two-year colleges to imitate, and indeed they often manage to get these courses adopted with little or no change. The obvious danger in this tendency is that courses intended to serve students who are seeking a baccalaureate degree are not necessarily well adapted to the needs of the many students in two-year colleges who have other educational goals. And one may question the wisdom of this policy even for students who plan later to transfer to a four-year institution, since such courses in the four-year colleges as freshman English and the sophomore literature survey can scarcely be said now to deserve uncritical imitation.

Pressure on the curriculum from another source is also visible already and will grow. Several new programs of the federal government—excellent things in themselves—are likely to give a strongly practical cast to nearly the entire curriculum of the two-year college unless careful precautions are taken very soon. The Vocational Education Act in particular will greatly increase the prosperity of the obviously utilitarian part of the curriculum and therefore the prestige and influence of the vocational point of view and its numerous advocates. Already there are rumblings against literature and similar "impractical" or "frill" subjects, and arguments for substituting something called, grimly enough, "Vocational English" in place of more generalized and liberal courses.

A final reason for addressing ourselves at once to the state of English teaching in these colleges is the fact of a vigorous and widespread effort to reform the English curriculum in the schools. Fundamental changes in school English courses appear certain during the next few years. The two-year colleges, many of them connected administratively with the public schools, ought theoretically at least to be in closer touch with the reform movement than the four-year colleges and universities and able to profit from it sooner. And in fact, whether they wish it or not, the two-year colleges, and the others as well, will sooner or later find themselves obliged to revise their English programs in the freshman and sophomore years because of these pressures from below, as they are already being forced to modify their mathematics programs. It would be sensible to assess these reforms while there is still time, discover the ways and the degree to which they bear on later instruction, then make those changes that seem desirable. It is clearly better to plan intelligently for change than to be forced into it tardily and without foresight.

I should like to turn now to some of the main problems that I presume this conference is going to discuss. My purpose will be principally to identify them, not to suggest solutions for them. After all, though my interest in the two-year college is keen, my knowledge of it has all been gained at second hand, and I do not want to suggest an authoritativeness that I actually do not have.

The two-year college, as we all know, occupies an uneasy position between the high school and the four-year college, and sometimes appears to be so dominated by the one or the other that it loses a clear identity of its own. The practice, for example, of speaking of "grades 13–14" certainly suggests that the two-year college is simply a continuation of high school, more of the same thing. On the other hand, these institutions do call themselves colleges, and many of them try to live up to the name, even when to do so is not entirely appropriate, as in the case of curricula for future welders, meat cutters, and automobile mechanics.

At any rate, I should like first to say a few words about the relation of the two-year college to both the high school and the four-year college, since many of the problems that beset the teaching of English in the two-year college can be traced to the influence of these other institutions.

All in all, the influence of the high school on the two-year college is probably a good deal greater than that of the four-year college, or at least this influence seems more pervasive and more obvious. This is not surprising, since about three fourths of the nation's public two-year colleges are controlled by some branch of the public schools, and about two thirds of the people on two-year college faculties are former high school teachers—sometimes refurbished and retreaded through advanced study, sometimes not. Not only that: a large proportion of the presidents and deans in two-year colleges have moved up from administrative posts in the public schools—principals, superintendents, curriculum supervisors, and especially directors of vocational education.

These circumstances have created a situation that has obviously affected the way English is taught in these institutions. Teaching conditions, for example, bear a much closer resemblance to those in the schools than to those in the four-year colleges and universities. English classes of thirty or thirty-five are not uncommon, and a teacher may have five or six such classes of composition to meet every week, besides having to chaperone student social functions, advise student organizations, and so on. Professional status is usually low. Professorial rank is generally not granted, and merit pay is shunned in favor of a policy of granting flat increases according to years of service and course credits accumulated, as in the public schools. Tenure is not regarded as a safeguard to academic freedom, protecting the teacher's right to teach what his conscience dictates, but rather as mere job security. Grading standards seem also to have been affected by the schools' philosophy, even sometimes in the transfer curriculum, with unhappy results for the student who moves to a four-year college in his junior year.

I doubt that in two or three days, no matter how hard we work, we will be able to discover solutions for the difficulties I have just described. But if they are not at least greatly ameliorated soon, English is not going to be very well taught in the nation's two-year colleges. Composition, for example, cannot be effectively taught when a teacher is burdened with nearly 200 students a week. We have recognized this in high schools and have started to do something about it. We have not so far been sufficiently aware that the same situation prevails in many two-year colleges. The low professional status of the faculty in two-year colleges is harmful in two ways: it discourages too many of the best teachers from staying, and it attracts too many who put up with bad conditions because they can't get better jobs elsewhere. As for grading standards, there is probably no easy way out of the present situation, which is as much a result of the multiple functions that the two-year college tries to serve as it is of the influence of the schools. But unless a B or an A in English composition, say, can mean roughly the same thing in the transfer curriculum of a two-year college and in the four-year institution to which the student moves, there will continue to be a lot of recrimination directed toward the two-year college, and a lot of misery for the disillusioned student.

I will say less about the relation between the two-year college and the four-year college and university since, though there is much to improve, the situation does not seem so complicated. The teaching of English in the two-year college has been affected in two main respects by the other institutions, one of them only somewhat harmful, the other almost entirely so. The four-year college rightly is concerned that the freshman and sophomore courses in the transfer curriculum be clearly related to its own, since it must accept these courses as equivalent when the student transfers. But, as I have mentioned earlier, the courses that are held up as models—especially the English courses—are not without flaw or blemish, and the four-year institutions have not been sufficiently conscious of this fact. So in the two-year college we often find imperfect copies of unworthy originals.

As for the terminal curriculum in English in the two-year college, I think the influence of college and university English departments has been almost uniformly bad. The professors in the four-year institutions, since they never meet or are obliged to deal with the kind of student who populates the terminal curriculum, have virtually no understanding of his needs and abilities, and they encourage the wrong academic expectations for him. This too I have mentioned earlier and need therefore say no more about it now.

I would suggest, then, that among the concerns of this conference should be these three: first, how to secure a closer agreement between the two- and the four-year college on standards in the transfer curriculum; second, how to prevent the bad features from being copied indiscriminately along with the good when the two-year college models its transfer curriculum on similar courses at the four-year institution; and third, how to minimize the four-year college's influence on the terminal curriculum so as to allow the creation of courses that are realistically adapted to the needs of the students taking them and are not merely watered-down university courses.

Now I should like to turn briefly to another major problem in the teaching of English in the two-year college: the people who teach English there and their qualifications for doing so. I have called attention already to the heavy preponderance of former high school teachers in the English departments of two-year colleges. I would like to say further that almost certainly these are likely to be among the better teachers from the high schools, ones who are attracted by the chance to teach more mature students. Even so, these people generally suffer from most of the deficiencies in academic preparation that other high school teachers suffer from—largely because, let me point out at once, of the inadequate curricula that university English departments have usually devised for prospective high school teachers. This preparation, especially in the teaching of language skills, is likely to prove inadequate in some respects even when one is pursuing the limited objectives of the terminal curriculum. It may prove even less adequate in the transfer curriculum, where instead of genuine college-level work the teacher actually is equipped to offer only two more years of work on the high school level.

Certainly a major problem of the English teaching profession now is how to improve the competence, how to update and increase the knowledge, of the people already teaching English in two-year colleges. The National Defense Education Act, though it now provides English institutes, excludes two-year college teachers unless at least half of their teaching load is in secondary school. A second problem is how to recruit more teachers who are both skilled and well-grounded in their subject. Here we shall probably need a new terminal teaching degree, like the Doctor of Arts recently proposed by Fredson Bowers. And even then, the two-year colleges will find the four-year schools competing increasingly for these people as enrollments continue to outstrip the supply of qualified teachers.

I could go on to consider in detail the specific virtues, shortcomings, and problems of the transfer and the terminal curricula, or of particular English courses in them. But this I take to be the concern of the whole conference, not mine alone. I will conclude, then, simply by returning to the point I made at the outset: that the growth rate of the two-year college, while both astounding and gratifying, nevertheless is about to precipitate a major educational crisis. If there are mistaken or even dangerous tendencies evident in the English curriculum or in the conditions under which English is taught in the two-year college—and I think there are—the rapidity of growth of the two-year college movement will greatly magnify these tendencies in the next few years and, even more disturbing, will entrench them. Now is the time to take stock, to see where we are and where we are headed—and then to make the necessary corrections while we are still able.

ENGLISH IN THE TOTAL CONTEXT OF AMERICAN JUNIOR COLLEGE INSTRUCTION

THOMAS B. MERSON

Introduction

We can all find encouragement in the growing attention which is being given nationally to improvement of instruction in English and the communication skills. We can hope that from this conference and others like it will come ideas which will hasten the implementation of major changes in language instruction—changes which are long overdue. The National Council of Teachers of English is to be commended for its leadership.

This paper is addressed to a rather broad assignment: to describe American junior colleges and to infer from the characteristics and purposes of these institutions particular responsibilities for instruction in English. The assignment further specified that the paper identify issues, problems, and potential action and set the tone and basis for conference discussion.

The scope of this assignment, obviously, requires a selection of emphasis. Arbitrarily, it was decided to concentrate attention on major issues and on plans for future improvement, anticipating that other papers presented at the conference would be addressed to more specific problems. Brief discussion of these major topics follows:

1. Community junior college development: present and future.
2. Requisite adaptations of instruction and implications for instruction in English.
3. Recommendations for a nationwide effort to improve instruction of communication skills in community-junior colleges.

Community-Junior College Development

Forces of many kinds are directly and obliquely changing the configuration of our society at an unprecedented rate. Change is ubiquitous. Adaptation by individuals and by agencies of society is imperative if we are to profit from new opportunities rather than to be overwhelmed by the adjustments new developments demand. Almost no segment of our population, no facet of the life of an individual remains unaffected by these changes. Of all the changes, the most impressive and most portentous is the rate of change itself. Any aspect of our society which seeks to perpetuate the status quo and to entrench tradition faces inevitable failure more surely in the future than in the past.

The day has passed when one can live in isolation. Advancements in transportation and communication make us increasingly individually interdependent. The rapid proliferation of knowledge and the unprecedented rate of application of technology have intensified the need for specialization. Opportunities for those who do not or cannot specialize are diminishing rapidly. Few can escape the impact of these events.

The day has passed when society can be indifferent and unresponsive to these forces and developments. To prosper, a society must initiate, organize, and operate agencies which promote its general welfare. Experience has shown that of all the agencies man has invented none is more basic or more effective in contributing to his advancement, and hence to his welfare, than education.

The day has passed when an elementary education or a high school education will provide sufficient formal preparation for the responsibilities of citizenship, economic independence, or personal well-being. The need for the universal upward extension of educational opportunity for all was never greater. And no impartial analysis of trends in our development can reach any conclusion other than that we are only on the brink of demands for education which will dwarf by comparison all past records of accomplishment, however laudable they may have been.

The day has passed when merely an extension of previous education practices will suffice. Tomorrow's education—at least post-high school education—must relate itself directly to the welfare of individuals and of society. The very definition of "college education" must be modified to embrace new responsibilities which colleges must assume. No longer will a "classical education" or a traditional "liberal arts" education suffice. We must accept the necessity for giving increasing attention to things ordinary and practical in collegiate institutions if these institutions are to serve well the needs of a larger segment of our society. It is interesting to speculate on what might be the form of higher education today had not the land grant colleges been established a century ago. In the opinion of many, the phenomenal advances in agriculture and technology—advances which clearly have made our leadership among nations possible—is attributable almost entirely to the break from traditional education by the land grant colleges and the state universities. The criticism heaped upon these institutions during their efforts of pioneering in educational innovation is well known and should be remembered during similarly trying days of development of community colleges.

The day has passed when a single kind of post-secondary institution can adequately provide all the kinds of education society needs. More than ever before, universities must concentrate their efforts on research and on preparation of persons who can become competent researchers. To do this well, universities must relinquish to other institutions responsibility for other kinds of higher education. Society must provide these other kinds of institutions and define their responsibilities—responsibilities which are clearly different from those assigned to universities toward this end. Several states have made significant headway in developing master plans for higher education. But in spite of the significant progress which has been made in enlightened states, there still persists in the minds of many the impression that all higher education should be university education; the higher higher-education is, the better it is; and any higher education which does not replicate university education is inferior.

In effect, we are groping for means to provide appropriate post-high school education for major segments of our society—to segments which previously have not enjoyed the benefits of higher education. To do this we are creating new institutions with new purposes, and we are redefining the responsibilities of existing institutions. Hopefully, these changes in educational structure and function will not lag too far behind changes in society itself.

It is in this setting that the community-junior college finds itself the youngest member of the family of institutions of higher education. Throughout its early life older members of the family have told it what it could and couldn't do, and just how to do whatever it did. Junior has now grown to the point where his competence in some fields exceeds those of others in the family. By virtue of his youth he is less hampered by habit, more sensitive to current developments, and more eager to demonstrate capabilities which his youth makes possible. His ambition to seek a career in fields previously unknown, but with promising futures, is normal. Society can well afford to give this youngster a chance to test himself, especially while he is still versatile and adaptable.

Visionary leaders have advised Junior to seek his fame and fortune by developing the human intellect of the millions who have been bypassed by his forefathers who happily found the pot of gold at the end of the rainbow. His advisors have encouraged him to set up his mills and shops within easy reach of all, to remove barriers of distance and cost, to display his welcome sign, to leave his latch unlocked, to keep a light in the window—in short, to be a house at the side of the road, and a friend to man.

In educational terminology, junior-community college leaders have sought six major responsibilities for this institution:

1. Transfer programs which provide university-parallel lower-division courses comparable to those provided in the senior colleges and universities to which junior college graduates can transfer with junior year standing in any field.
2. Occupational-technical programs which prepare community college students for gainful employment in any field for which two years or less of post-high school education qualify them to enter competently.
3. Continuing education programs, largely extended day or evening programs, which are as rich and varied as man's need for further education. These programs give special attention to occupational upgrading and retraining, to social, civic, and personal improvement, and through them the college becomes a center of community service and improvement.
4. Repair programs which provide opportunity for students to overcome deficiencies in their preparation, irrespective of the causes, and to qualify themselves for programs which lead to a level of service which their present level of education makes unattainable.
5. General education constituting an appreciable portion of the programs of all students and having as its goals development of knowledge, skills, and attitudes designed to provide students with a scale of values upon which choices would lead to richer and more meaningful lives, and greater service to society.
6. Counseling and guidance services which would assist students in assessing choices open to them, and which would enable students to obtain maximum value from opportunities provided through college and noncollege experiences.

The success of the community college depends on its willingness to accept all these responsibilities. To slight one will undoubtedly weaken the others. Viewed in broad perspective, society is asking the community college to enroll all high school graduates and to make adequate provision for adults of all ages who can profit from post-high school programs. If community colleges enroll such a wide range of talent, intellect, interest, ambition, and motivation, it must provide an equally wide variety of programs. It must specifically provide for:

1. Several starting points, all providing success expectancy.
2. A wide range of rates of progress.
3. A broad spread of directions of development.
4. Several points of enrollment termination—hopefully, most of them temporary.

Stated another way, the community college cannot enroll and successfully educate a wide variety of students if it offers only one kind of opportunity. To enroll students of such diversity in a single common core program is only to invite failure by the students and the institution. Ideally, program adaptations for each individual are desired. Frequent evaluation, flexible placement, planned exploration, and often redirection are essential requisites to individualizing students' opportunities.

There are critics who say this is too much to expect of any institution. But evidence is plentiful that when programs are properly planned, organized, staffed, and executed, success exceeds all expectations. Junior college graduates are eager to testify to the excellence of all the programs described above.

That the testimony of junior college graduates has been widely heard and heeded is attested to by the phenomenal growth of community-junior colleges in recent years. More than a million students are now enrolled in over 700 junior-community colleges. More than one student in four starts college in a community-junior college; in a few states more than half of the freshmen enroll in junior colleges. The increase in first-time enrollment of students in 1964 over comparable enrollment in 1963 reported by the Office of Education was 19 percent for two-year colleges and 9 percent for four-year colleges and universities. More than twenty new community colleges are being established each year. Furthermore, when new community colleges start in metropolitan areas, their enrollments often rise to several thousand students in only a few years. Fourteen community colleges have enrollments exceeding 10,000.

Junior-community colleges have developed much further in some states than in others. Some states even lack adequate enabling legislation; many states have not adopted a master plan, and most states lack adequate provision for financing these colleges. A number of states have not favored establishing independent junior college districts; rather, they are establishing a system of university branches. Other states are establishing separate area vocational schools instead of comprehensive community colleges. On the positive side, California enrolls 443,000 students in its seventy-nine two-year colleges. Florida in the last eight years has established twenty-five new colleges and is rapidly achieving its goal to have a community college within commuting distance of 99 percent of its population. Texas, New York, and Michigan have substantial numbers of students enrolled in community colleges. Washington, Oregon, Arizona, Colorado, Massachusetts, Mississippi, Missouri, and North Carolina have well-formulated plans for future development. Illinois, Pennsylvania, Kansas, Ohio, and New Jersey have taken substantial strides forward in the past few years.

It is hazardous to try to predict the future development of these institutions. However, if long-range planning is to be effective, estimations of future needs must be made. The preponderance of evidence points toward the expectation of a system of independent, low-tuition, tax supported, open door, comprehensive community colleges in every state. When these colleges reach full development, it will be normal procedure for almost all high school graduates to enroll in them, and, in addition, they will serve as educational centers in an intermittent way for a very large proportion of the adult population in their respective communities.

If these predictions are sound, junior college enrollment will eventually include perhaps 80 percent of each year's high school graduates, and almost as large a percentage of the adult population over every four or five year period. We can expect less than half of the junior college graduates to transfer to senior colleges; we can expect substantial increases in enrollment in occupational-technical programs, and we can expect a phenomenal increase in enrollment in evening programs. Guidance will become an essential service for both day and evening students, and general education will become much more important and effective than it is at present. The future of repair instruction is not clear. It is probably safe to predict that repair instruction will increasingly become a responsibility of the community college because that institution can provide this service better than any other agency. It is certain that advancements in knowledge and technology will make high school preparation increasingly inadequate, and these advancements will require more frequent attention to occupational retraining and upgrading. If these services are categorized as repair in the future as they are now, it seems likely that responsibility for repair instruction in the community college will not diminish.

When these predictions are applied nationally they seem staggering. Actually, they are conservative and unimaginative; they merely describe current practice in states with well-developed community colleges. The only point of uncertainty is how soon well-developed community colleges will become widespread in every state.

Requisite Adaptations of Instruction

If society is to be served in so many ways, if the community college is to fulfill its multifold missions and provide universal, realistic post-high school educational opportunity, none of the responsibilities of the community college enumerated above can be abrogated.

To fulfill these varied responsibilities, community colleges must adopt educational processes which are appropriate for these tasks. For these processes to be appropriate they may have to be bold and imaginative deviations from those employed in other institutions with different students and for different purposes. Among the major adaptations which instructors in community colleges must make are these:

1. *Universal Opportunity*—Instructors must openly endorse the validity and desirability of extending educational opportunity universally to both youth and adults. Incessant search must be made for means to assist students to succeed. Expressed reservations about the social worth of the "open door," or inclination on the part of instructors to be interested in and concerned about the welfare of only selected students, will influence adversely any organized effort toward instructional improvement.
2. *Multiple Programs*—Instructors must fully accept the principle that students comprising a heterogeneous student body will require several substantially different programs. Each program must be specifically designed for a group of students whose characteristics differ significantly from those in other programs, and consequently each group will require some variation in instruction.
3. *Individual Differences*—Instructors, institution-wide, must believe that individual differences exist, that they can be identified and measured, that some of them require administrative and instructional variations, and that the expedient of "grouping" students does not relieve instructors of responsibility for, and concern about, individuals and their progress.
4. *Variable Standards*—Instructors must recognize that differences in student ability, achievement, background, personality, interest, motivation, and objectives are so fundamental as to make it imperative for the college to identify and define a range of reasonable levels and kinds of expectation for students. Instruction must be varied in accordance with different student needs; programs of individual students must be constructed with regard to expected and demonstrated achievement; achievement must be described in terms of both program and level. There cannot be only one standard of achievement, or only one expectancy level, any more than there can be only one program, if equality of educational opportunity is to be a reality in an institution which enrolls a heterogeneous student group.
5. *Professional Competence*—Instructors must strive for competence to fulfill the responsibilities which this complex institution imposes

upon them. These responsibilities require, in addition to mastery of the subject they teach, unusual skill in adapting instruction to student differences. Community college instructors currently must learn much of what they teach and most of their technical skills from experience during their first years of teaching. Instructors must take the initiative in instituting innovations which reduce the time they spend inefficiently.

6. *Analytical Evaluation*—The college as a whole, and instructors in particular, must systematically plan ways to improve their instructional effectiveness. This implies far greater application of objective evaluation of the instructional process than teachers are usually willing to initiate or accept. It is the teacher's responsibility to seek opportunity to introduce instructional innovations and to adopt those which prove more effective than procedures which are currently used.

Implications for Instruction in English and Communication Skills

Research dealing with instruction in English, particularly in the communication skills, in the comprehensive community college is so limited that one has little basis from that source upon which to make recommendations. There is, however, a substantial understanding of the basic instructional problems by a large corps of experienced community college teachers. Unfortunately, no serious effort has been made to systematically record these experiences so others may profit from them. The survey of English instruction in two-year colleges recently completed by Weingarten and Kroeger[1] provides us with the only nationwide view of significant elements of general practice. Throughout this report one is impressed by the great range of practices which are in effect. Some of the variations can be attributed to differences in the nature of the colleges themselves, but other differences suggest that many practices in English instruction have been adopted and are being followed because critical evaluation of these practices has not been attempted.

The community-junior college claims excellence of instruction to be one of its major strengths. Compared to higher education institutions generally, this is probably a valid claim. There is, however, a paucity of evidence that imaginative instructional innovations have advanced in their development as rapidly as new demands for innovation have increased. Junior college teachers readily admit that they find themselves ill prepared for the many problems which the diversity of students presents to them. It is precisely this point which makes this conference so timely.

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[1] Samuel Weingarten and Frederick P. Kroeger, *English in the Two-Year College* (Champaign, Ill.: NCTE, 1965).

If one compares recent changes in instruction in several fields, he is impressed by the substantial changes in mathematics, engineering, technology, physical science, biological science, and foreign language which have resulted from increased national attention to these fields. Phenomenal daily civic and political developments have served to force instructional adaptations in social sciences even without the incentive of increased financial support. Isn't it fair to say that on a scale of innovation, one would have to place English instruction well down toward the conservative-traditional end of the scale? To the extent this is true, this conservatism is a liability in a versatile, dynamic community college. It can be hoped that the USOE English Programs, NCTE efforts, and other incentives will develop promising innovations which will move English instructors from their entrenchment.

In one respect, English holds an enviable position. Development of student competence is regarded to be of such importance that uninterrupted, sustained attention is given to it for all students for thirteen school years. Surely within that time span, reasonable competence can be developed. Therefore, junior-community college English instructors need not assume all the responsibility for students' competence or lack of it in communication skills. Nor can English instructors expect to correct in one year all the deficiencies which have accumulated over the previous twelve. Furthermore, English instructors cannot expect marked improvement in one year's time by repeating the experiences students have had in previous years. There is good reason to believe that community colleges are in a strategic position to influence improvement of English instruction in elementary and secondary schools in their communities. Effort along these lines may be one of the most profitable investments which college English instructors could make.

Many community college English instructors declare that their most serious problems stem from the heterogeneity of the students they teach. They claim if they had only selected students in their classes, they would have no problems. This is largely a delusion because "goodness" is relative at any point on a value scale. For example, university professors complain of incompetence in language skills of graduate students, as do professors of engineering and science, yet all teach highly selected students. It seems important to note that, as a rule, successful mastery of a different task provides the master with greater satisfaction than doing something which almost anyone could accomplish. Perhaps our colleges do not provide sufficient approbation and recognition for outstanding *instructional* achievements. Have we neglected the publicity value of the fact that community-junior college instructors succeed with students who would be failures in other institutions?

Many community-junior college instructors hold the view that inordinate loads prevent them from teaching more effectively. If this is valid, it can be proved—and should be proved. The near unanimity of this view marks this point as one to which early research attention should be given. At the time such research is going on, however, other research should be undertaken to determine what activities now performed by instructors might be done as well, or better, in other ways. Any evidence which will lead to improved instructional effectiveness should be sought.

It is obvious that research findings must point the way to solutions of the critical problems facing community-junior college English instructors. Even at the risk of encroaching on other papers being prepared for this conference, brief mention of some of the critical research needs should be made here:

1. Development of screening instruments with high prognostic reliability which would provide a dependable basis for grouping students.
2. Development of diagnostic instruments which would quantitatively identify specific student strengths and weaknesses in communication skills in such a way that repair instruction can be individualized.
3. Systematic search for effective ways to organize and schedule instruction in English in order that the "system" itself does not preclude improvement.
4. Systematic valuation of alternative components of course content in order that needed variations may be provided without unnecessarily dispersing desirable concentrations of instructional effort.
5. Critical evaluation of all instructional procedures, both traditional and innovative, in order to obtain maximum value from instructional efforts.
6. Critical analysis of student characteristics including motivation and interest which seem to have direct relationship to instructional effectiveness.
7. Deep, penetrating follow-up studies by which the long-range impact of instruction might be assessed.

Recommended Action

The task of substantially improving instruction in English and the communication skills in community-junior colleges nationally is a major one. Only through organized cooperative effort can significant progress be expected. The most promising efforts should be identified at this conference, and the following suggestions are submitted for consideration:

1. *Prepare a statement of goals and objectives of instruction in English and communication skills in junior-community colleges.*

   A small team of experts could compile such a statement relatively quickly and easily. The statement would: (1) identify several different goals and describe each in terms of student competencies sought; (2) view these goals in perspective with references to student characteristics and student objectives; (3) rank major responsibilities of English instruction such as the humanistic responsibility, the communications skills responsibility, the repair responsibility, the specialization (vocational-technical) responsibility and others in terms of (a) numbers of students and (b) importance.

   The statement of goals should consider and be addressed to the implications for English instruction of each of the accepted social missions of the community-junior college.

   The statement of goals should provide a philosophical base and a structural framework on which efforts to improve present practice could be built systematically.

2. *Describe an ideal program with appropriate standards in English and communications skills for community-junior colleges.*

   Content for this publication would be derived from current best practices. A single author with an advisory committee or several authors, all experienced teachers, should be selected for this assignment. The bulletin would make recommendations regarding all facets of English and communication skills instruction including screening and placing students, course content, instructional techniques, and methods of evaluating student achievement. The bulletin would be designed primarily to assist colleges which had made little progress in developing differentiated programs. Without further research the statements on standards would admittedly be difficult.

3. *Compile known* facts *on teaching English and communication skills in community-junior colleges.*

   Such a list will probably be startingly short. Its purpose would be to dramatize the need for research and to stimulate interest in seeking facts to support or refute divergent points of view. These facts would include such items as information about (1) relevant student characteristics, (2) student screening and placement, (3) course content and organization, (4) instructional effectiveness, and (5) impact of instruction.

4. *Develop hypotheses regarding critical aspects of teaching English and communications skills in community-junior colleges in an attempt to direct action toward research, especially experimentation, which is needed to improve programs and instruction.*

Instruction generally, and instruction in English specifically, has reached a point where further progress requires additional research-based information. Precisely worded hypotheses provide one of the best means to channel effort toward finding answers to questions now answered only by opinion. Examples of hypotheses to be tested are:

(a) First semester junior-community college students show greater improvement in communication skills when they are enrolled in unclassified classes having uniform content and instruction.

(b) Course placement of first semester students in community-junior colleges is most effective when it is based exclusively on a writing exercise administered by college English instructors one month before classes start.

(c) Student improvement in communication skills is significantly greater in classes which enroll fifteen students or fewer.

(d) Independent study of taped exercises improves spelling performance of students more than spelling taught in the standard teacher-centered classroom.

(e) A given amount of money used for theme readers results in greater improvement of student writing proficiency than the same amount of money spent on reduced class size.

(f) Students who are assigned themes of less than two pages improve their skills of organization as much as students who write longer papers.

(g) Engineering technology students who are enrolled in regular liberal arts transfer courses in English develop greater proficiency in writing technical reports than students enrolled in technical report courses.

5. *Organize research centers and pilot programs to systematically evaluate current practices, selected hypotheses, and long-range impact of programs and instruction in English and communications skills in community-junior colleges.*

These centers should be cooperatively arranged between universities and junior colleges so the university could assist with research design, so the junior college could provide the laboratory for experimentation, and so the professional competence of junior college instructors could be increased by their participation. A cooperative arrangement between graduate students and junior college faculties could provide means for completing longitudinal studies which are usually impossible for individuals to undertake alone.

6. *Analyze the responsibilities of instructors in English and communications skills in community-junior colleges in order to design and initiate programs of teacher preparation which will insure competence for fulfilling these responsibilities.*

No single action will do more to improve instruction in English communication skills than one which will lead to providing an adequate supply of competent teachers. Problems of program reorganization within universities are formidable but not insurmountable. A strong recommendation from this conference on this point, followed by more detailed explication of the preparation sought, together with continued organized pressure at both state and national levels should be influential.

Organizational Plan

This conference will be recorded as the fountainhead of major change if the study groups and the summary panel address their attention to *action* which is requisite to change. *Desired action should be clearly stated by this conference.* To insure that this action is taken, plans of organization should also be formulated and recommended. Components of such organization might include the following:

1. Teams of experts, or task forces, to be assigned specific responsibilities such as those suggested in this paper.
2. Research centers and pilot programs to be organized cooperatively by universities and satellite community-junior colleges.
3. National coordination to be provided by the National Council of Teachers of English, the U. S. Office of Education English Programs, the American Association of Junior Colleges, or other appropriate body, or combinations of agencies.
4. Financial support to be derived from federal funds, foundation grants, or state or local sources.
5. Publicity to be directed to English teachers, to various segments of the higher education community, to other levels of education, to students and parents, to counselors, and to the public generally.

In conclusion, it is my hope that this conference will not adjourn without taking action which will launch a continuing, well-directed effort

toward improving programs and instruction in English and communications skills in community-junior colleges. We may have to wait for another Sputnik with "Reverse English" to dramatize our plight. Perhaps we must wait until we meet "little green men" before the need for increased proficiency in communication skills receives adequate attention. Must we wait for such spectacular events to focus our attention on, and direct our efforts toward, solution of basic problems which we recognize so clearly? *Action* taken at this conference can supply that answer.

Reactions to the NCTE-CCCC Status Survey

IMPLICATIONS OF THE NCTE-CCCC STATUS SURVEY ON ENGLISH IN THE TWO-YEAR COLLEGE

RICHARD WORTHEN

Recently I read the fine position statement on the teaching of English by the Commission on English of the College Entrance Examination Board, an organization I looked upon with some concern at our first encounter three years ago, but one that I have come to respect. I like to believe that during the interim both of us have become more enlightened.

I confess that I have come back to Tempe where I once taught in the high school with some of the same concerns that I had three years ago when as a member of the English Study Commission of the Central California Council of Teachers of English I met with the members of the Commission on English when their program was just getting underway. Perhaps it would be healthy for me to confess that I tend to be on guard these days because of the kind of shape-up we are experiencing in my state. We are having the legislature try its hand at curriculum writing in California.

My concerns at that meeting with the Commission on English stemmed from the curious composition of the Commission. They were, in the main, from eastern universities and private schools. They were charming and informed, but many of them had had little if any experience with the public schools. In fact, one wondered if they really cared about the public school as a conception, since some of them didn't seem to believe in sending their own children to the public school. When I suggested that to work exclusively on the curriculum for the college-bound was a too narrow undertaking, they expressed confidence that what they would produce would be helpful to students at all levels. In a way they were right. I believe their work has helped greatly in bringing some coherence to our thinking about English as a subject. It has helped put the focus back on rhetoric and has been most helpful in making a plan for the modern contribution of linguistics to the English curriculum. I suggest that their work has brought us closer to what I believe we are slowly recognizing as a future task, that of describing the discipline of English—if in fact English has the potential to be organized as a discipline as we are learning to define that concept.

A lot has happened since that meeting with the Commission at Asilomar three years ago. We have had the Negro revolt, much more thought about teaching the rejected and the alienated, a student rebellion at the University of California, and some thought about the nature of English as a discipline. We have begun to look more closely at what technology and cybernation have been doing to the reality around us: I suggest that as a result we're all a little scared, and that we should be if we aren't. But when we become fearful we're in danger of seeing things too simply, of looking backward for the old reliable solutions and of applying metaphors that no longer fit—if they ever did. In my state our legislators are so alarmed over growth, change, and taxes that they've taken up common sense on a grand scale and turned to industry for their metaphors. They have called in the sociologists of management to reorganize those factories of the mind, the public schools, and a lay board is engineering the creation of a statewide curriculum. I don't say that all of this is bad, but I do think that a sample of some of the managerial mentation and language might allow you to share some of my concern, and this could be good medicine as we move into the business of this conference. Here is a quotation from a report of Arthur D. Little, Inc., distributed by the California State Department of Education, entitled "The Emerging Requirements for Effective Leadership for California Education":

> We are struck by the rate at which pedagogy is becoming transformed into educational technology. Increasingly, the design of educational programs involves integration of facilities, personnel, and processes. Thus, pedagogical considerations are affecting the way schools are designed and equipped and the way teachers, materials, and pupils are "programed." Team teaching is one example of a concept that affects every element of the school: buildings, teachers, instructional equipment and materials, pupils, and time utilization.
>
> As we move toward such comprehensively designed educational programs, the teacher's latitude as an innovator becomes somewhat restricted. As always, the teacher may have ample opportunity to display ingenuity in fulfilling his or her role, but that role probably will be increasingly defined by overall program considerations.

We are living in the era of shape-up, and it is terribly important that we make ourselves aware of the social and psychological components of our problem as our deliberations take shape during these two days.

Possibly I could perform a service—and risk being labelled an oddball—by speculating about our predicament and our role at this early stage of our meetings.

A prominent California lawyer, now a member of the California State Board of Education, told some members of my faculty at a time of really grave crisis and upheaval in our school district when the community had become split on ideological grounds. "This is the kind of situation in which things are settled with a meat axe. Watch it! You are going to see action but you may not get the kind that you can control." It seems to me that in such times of tension as we are experiencing today in education for a variety of reasons we cannot tolerate a public parade of the actual complexity and ambiguity of education and of its perennial problems, so we move out and trim things to a neater shape with our handiest and most familiar meat axes. We develop a rage for closure.

I have to say in all friendliness, to put some point to my remarks, that Al Kitzhaber's report on English in the two-year college published by the NCTE takes the meat axe to us. I suggest that he urges onto us some metaphors out of the university life that are obviously beloved to him but that would, I fear, squeeze the juice out of us as an institution. Frankly, I am a little fearful that the following position taken in his report may establish the tenor of our meetings.

Dr. Kitzhaber disapproves of junior college policies and attitudes which:

> . . . include not merely the insistence that junior college teachers meet certification requirements (thus almost necessarily forcing their recruitment from the schools) but also opposition to granting professorial rank to junior college teachers; indifference or even hostility toward research and publication (on the grounds that such activities are "divisive"), distrust of merit pay and a preference for granting flat increases according to years of service and course credits accumulated. Tenure, which is regarded more as job security than as a safeguard to academic freedom, comes almost automatically, usually with or just after the fourth year.

Well, I happen to think that each one of these attitudes and policies is just fine—to the extent that they describe actual practices. I believe that merit pay is ruinous of teacher morale because it is basically dishonest. No one can accurately reduce the relative worth of teachers, one posed against another, to dollars and cents. I believe I know something about this matter. I once taught in the high school of this town. Each of us bargained for his salary, and the principal had us sign the payroll voucher each month while he kept the figures for the other teachers' salaries covered. He was embarrassed, we were angry, and the morale was rotten. One reason I moved to California was that I was given a bad time in this town for using *The Nation* with students and having them read *The Ox-Bow Incident*. I wanted *both* security and academic freedom when I moved to California. That university professors care more about academic freedom than do junior college instructors is not a happy suggestion. Furthermore, I can't imagine how professorial rank would improve the junior colleges or their instructors. In my own school we carry on some rather intensive institutional research to try to learn what the nature of our students is and how we can conduct our college to evoke from them the greatest achievement and self-realization. The more we learn from our research, the less we are inclined to panic in the face of the very great ambiguity that characterizes the open door junior college and the more thoughtful we become about the importance of creating the right kind of academic climate for our kind of student. The junior college is a new kind of institution, native to the American ground, still evolving and very likely to make an extremely important contribution to American democracy if it is allowed to develop its own character. We are very much inclined to keep our focus upon teaching. As I read about the evolution of the multiversity, I get the impression that those who spend the least time teaching enjoy the most prestige and are the best paid. That's a kind of reward for merit that we don't care to emulate in the junior college.

Finally, in fairness, let me recognize that although I have focused rather vigorously on a paragraph of Dr. Kitzhaber's article, I recognize that we are in agreement on the most important matters: we are both enemies of depersonalization, shoddiness, and blandness in the teacher-student engagement.

As we ask what the implications of the new NCTE-CCCC Status Survey on the Instruction in English in the Two-year College are, let us remember that we are both English teachers *and* educators and move carefully. In my remaining minutes I would like to develop what I think must be our world view—or the universe of the JC English instructor, if you will—as we move into the '60's and '70's. I pose two questions: Who are we as professionals? and Who are we as professional men in history in the '60's and '70's? Let me try to answer the first from several perspectives.

Who are we? First, we are English teachers, a group peculiarly charged with renewing and promoting the great discourse of Western civilization that has given us a society that is both humanely democratic and heartlessly competitive, whose most recent and dramatic contribution has been bombs and cybernation. In this milieu we have somehow to be significant contributors to the creating of meaningful transformations of experience that give humane value to a reality that is greatly dominated by exploding knowledge and all of its technological dividends.

Who are we from the perspective of socialization? We are that special group who must induct into our society's shaping discourse a greater proportion of its members than has ever participated before. As JC instructors we have an increasingly important role to play with the increasing numbers of people who will be trying to learn to live with leisure—an excruciating psychological problem. As we take on the task one way or another of dealing with numbers of persons that exceed overwhelmingly what most of us could have foreseen when we began our teaching careers, we must beware of any tendency to make the JC a mere custodian of this giant segment of our population, as has been the case in so many of our high schools. Despite the ingenuity of Arthur D. Little, Inc., and the economies of our legislators, I expect that we will ultimately do what this society can well afford to do, maintain an open door, easy in-out, junior college for that segment of the population. We should not settle for anything less, partly because it would not be consistent with the humane values we profess. Indeed, the society cannot afford anything less. Ironically, we are likely, in the long run, to get support for the inclusive open door, two-year college for the wrong reasons—to meet the threat of automation. That does not mean, however, that we are relieved of the responsibility of conceptualizing this institution out of something better than expediency and narrow self-interest, as we are given the wisdom to see its shape and nature.

Who are we from the perspective of the human person? As English teachers we know better than ever before that language makes the human person, that the flow of language allows the human person to flower but that blockages in the flow dampen and stifle the human person. We are just beginning to understand that increasing the IQ is partly a matter of facilitating the flow of the person's symbolic activities and that the culturally deprived may be remediable to a degree we have not dreamed of. In the JC we know that motivation is often a function of the right combination of experiences, and I know that all of you here from the JC have witnessed dramatic changes in a student who somehow had the right things happen to him at the right time.

Who are we from the perspective of our subject? We are the ones who are just beginning to realize, dimly I believe, that our discipline—as yet unshaped and ill-defined—deals with that most explosive of all bombs, one that man has always policed and exploited—the symbolic process, and that our discipline should be illuminating its nature so that it can be taught honestly, however modestly, at any level and with any class. Think of the novel as an example of this power long unexploited by man. Since its inception, in one sense, it has been the silent bomb that has disrupted the old order and played a role—in the main unrecognized—in the making of modern man. If this is even partly true, what of the film, or TV, or Telstar? What kind of imagination must we exercise to help preserve the fabric of a society changing as ours is? This is why I feel that my colleagues and I in the junior college cannot allow ourselves to be shaped up in someone else's metaphor. The JC must hammer out its own metaphors—around ideas of symbolic change, evocation, and realization.

Finally, who are we as professional men in history in the '60's and '70's? That is to say, what part do we play within the institution that is education and that more and more makes the modern experience? I see us as special participants in a discourse that is conducted on at least two levels. The first is on the level of the more or less silent makers of contemporary history. We can identify as never before, with a consciousness never before possible, who are the modern "makers"—the makers of what is always in the process of becoming the modern experience. Here let us give the modern multiversity its due. It is the great center for the invention of invention. Here the scientist, the scholar, and sometimes the artist are freed to generate the conceptual stuff of the modern world. In many ways, for these men to carry on the educational discourse with those of us on the second level, those who translate knowledge into current living, seems a costly expenditure of time and energy. In this regard it would be hard to overestimate the value of such a professional organization as the NCTE or the work of the Commission on English in promoting the flow of information between the two levels, and it is gratifying to see that the federal government is now entering the scene.

This second level of the discourse within the educational institution, i.e., the total enterprise that makes and disseminates knowledge, permeates society in the more traditional medium of the school, and interprets and transforms the newly *made* experience. This, too, we are learning to perform with a new self-awareness. Let us recognize that *our* predominant function is to promote and enrich the second level of this great modern discourse—at the same time that we face honestly the fact that to fail to inform ourselves of the maker's discourse on the first level is to dry up and do little more than rattle ineffectively. On the other hand, we have all had our moments when we wished that our colleagues engaged in scholarship would get a little more of the social vision and see more clearly that a part of their commitment to the survival of the total discourse is to sanction, encourage, understand, and abet the whole teaching process that has to happen to the student before he presents himself as a candidate for the university scholar's tutelage.

Education in a modern society is a burgeoning institution that threatens to fly apart if those who make up its components pursue too singlemindedly their narrow goals. Witness the current breast beating at the great multiversity in Berkeley as it begins to dawn on the staff that much of the trouble is traceable to the depersonalization of the teaching process. Perhaps it has been too easy to forget that the institution in its totality is there in last analysis to serve the human person, however specialized its task may have become. Within the hierarchy of this total discourse that is the educational institution, the functions vary and the nature of the act of devotion to the human person likewise varies, but an awareness of the institution's ultimate reason for being should make all of its members wary of dogma.

Who are we, then? We are, as I see it, rather important people participating in the complex and subtle task of imparting a presently somewhat slovenly discipline to a polyglot of citizens who need us as desperately as we need to know better how to impart what they need. They are the in-betweeners and the outsiders trying to come in. They are squeezed between high school graduation from below and the not very accessible four-year college or university from above, and pressed in from all sides by current history, the nature of which none of us understands very well. I think we dare not look to any other educational institution for our governing metaphors, and certainly we must not shape up to satisfy someone else's rage for closure. We have to work out our governing metaphors on native grounds.

THE NCTE-CCCC STATUS SURVEY OF ENGLISH INSTRUCTION IN THE TWO-YEAR COLLEGE: WHAT IT MEANS AND WHERE IT POINTS

SAMUEL WEINGARTEN

I have lived with this status survey study, which we are considering this morning, every day since its inception almost three years ago. As I look at it critically today in the draft form of the report which each of you has received, I can almost hear it utter the words of Omar the tentmaker's clay pot, "Gently, Brother, gently, pray!" In its defense I will treat it gently, but I hope that we will all treat it roughly in shaking out of it the significances which it contains for the future of the teaching of English in the two-year college. For that is our question this morning: "What does it mean? Where does it point?" Since you have all received the mimeographed report, I trust that you have also at least skimmed it. I need not then burden you with a summary of the information about English in the two-year college which was revealed to us by our analysis of almost five hundred questionnaire returns from almost half that number of two-year colleges in every type in all regions of the United States. I can say succinctly in answer to our inquiries this morning: the data in the report show that there are unique problems in the teaching of English in the two-year college and that there is an urgent need for solutions to these problems. These solutions can be achieved by teachers in this newcomer in the ranks of American higher education only if they are helped by professional organizations like the two which sponsored this study, by those persons in authority in the upper divisions of higher education, and by those persons who control the use of funds in national foundations or other agencies.

The NCTE and CCCC must use their prestige and power to help alleviate the condition which this report reveals about English class size and about the English teaching load in two-year colleges. The data are in the report for you to inspect. The statement most frequently made by teachers in designating unique problems in teaching English in the two-year college is this: English composition classes in most two-year colleges are too large and the individual teacher has too many hours of class contact. Current teaching loads and class size limit the number of papers that can be assigned; they make it impossible for the teacher to correct or criticize the written work satisfactorily. In the conclusion of our report we strongly advocate, with specific recommendations, reduction of both class size and teaching load. Only through such a reduction can

English instruction in the two-year college be on the quality level of such instruction in other types of institutions of higher education. I hope that from the discussions at this conference there will come a similar consensus statement so that in the future teachers of English in two-year colleges, working with administrators on the reduction of class size and teaching load, can have the authority of the NCTE-CCCC report and of this Tempe conference to support them.

Read in the report about the situation created in most of the two-year colleges by the open door policy, a policy which those of us who believe in comprehensive community colleges strongly support. A concomitant of this policy, however, is a heterogeneous mass of students with varied degrees of preparation, with varied abilities and goals. Sectioning these students in accordance with proficiency in the language arts is an indispensable aspect of instruction in this type of school. Our report shows that there is need for serious attention to this problem of placement in English classes in the two-year college. The discrepancies in present practices point to the need for research and discussion of the problem of placement. They also point to means by which help can be found for the solution of this problem: the national foundations and the government agencies that can appropriate funds to support projects for devising more reliable instruments for placement than now exist.

A third area on which our report comments is the need for attaining a relatively rational pattern and order in what is called freshman English in the two-year college. Your reading of the report will show you the great variations in cutoff scores for placement in the regular English course, the wide range of writing requirements and textbooks. Undoubtedly variety to some extent must exist: individual situations make necessary curriculum planning and materials to suit the particular situation. But there should certainly be some foundation of common purposes and practices. A cry frequently heard in the written-in replies to our questionnaires is that from perplexed teachers who seek some kind of guidance. Too few professional opportunities have existed for two-year college teachers of English to confer about their common problems. The report points toward a great need for local workshops, national study groups, two-year college affiliates of NCTE, and more professional publications on aspects of English in the two-year college. It points toward an expanded activity by NCTE and CCCC in sponsoring such means for strengthening the channels of communication.

From the data in the report emerges the inescapable fact that the two-year college must realistically solve the problem of what type of instruction in English should be given to students who are poorly prepared or who for other reasons do not have language aptitudes that qualify them for the regular first year college English course. We cannot wish out of existence the necessity for remedial courses. The report shows the wide extent to which the general situation has necessitated the introduction of such courses. It also shows a great need for the development of more suitable teaching materials for such instruction than exist now. Too many two-year college teachers think that they are giving a satisfactory remedial English course if they give a course primarily devoted to traditional grammar. The report shows to what a slight extent many two-year college teachers are acquainted with the newer developments in linguistics—structural linguistics and transformational grammar, for example. Two-year college teachers need the opportunity to bring themselves up-to-date in the study of language through workshops and through publications that can be helpful in independent study. The report points to the need for the establishment of experimental centers for the development of methods and materials for use in remedial courses—methods and materials that will lift such instruction from the sterile, routine busywork that goes on in so many remedial courses toward a meaningful induction into the art of verbalizing. The foundations, USOE English Programs, and others can help us achieve the needed transformation. And the graduate schools can make available for teachers meaningful formal study in the general problems of remedial instruction in English in the two-year college—courses at present practically nonexistent.

And last, what does the report tell us about the teachers in the two-year colleges and to what does it point in relation to them? The report shows us that beset as these teachers are by innumerable instructional problems, many of them nevertheless retain an aloofness and a disdain for professional studies, studies which could save them from being fumbling amateurs and convert them into proficient teachers of the poorly prepared and disadvantaged, large numbers of whom are to be found in our two-year colleges, and larger numbers of whom will come to us in the future. The need for bridging the gap between subject matter respectability and professional training in the minds of many teachers of English in two-year colleges becomes evident when one reads some of the attitudes expressed by respondents to our questionnaires. Too many of these teachers cannot realistically face the need to adjust their subject matter specialty to the conditions peculiar to the two-year college. To what does this situation point? I think that professors of English in the four-year colleges and universities must make their students majoring in English aware that courses in English Education are not an alien country but a place where they can attain awarenesses and skills that are prerequisite for teaching in the two-year college, especially in the remedial program. But the challenge also remains for professors in education departments to make their courses meaningful, relevant in a scholarly and mature fashion to professional needs.

I think that the report points to the need for a course in "The Teaching of English in the Two-Year College," taught by someone as familiar with the two-year college situation as with English. I think also that it points to the fact that English teachers for two-year colleges must have training not only in linguistics, but also in other auxiliary fields, such as semantics, logic, and speech. And above all, they must have more practice in the composing art itself than they have now. The report makes clear what some of us have thought for a long time: we must train potential English teachers in the communication arts, in which in the two-year college most of their teaching will be. Let us, for a change, make training in literature secondary to this, since for so long it has been the area in which English teachers have been almost exclusively trained. Or, let us at least make training in each equally strong.

Otherwise the young teacher going into a two-year college to teach will be as lost and out of place as the Blessed Damozel would be in a supersonic jet plane. Our two-year colleges are strange and wonderful places, on the whole quite unlike Oxford ". . . whispering from her towers the last enchantments of the Middle Ages." They have in them young men as intelligent as was Justice Arthur Goldberg, who found his only opportunity for higher education in the Chicago City Junior College, to which he returns next June as graduation speaker. On the other hand, there is the young man who last week asked me if our course in "English Literature from Its Beginnings to the Age of Johnson" really came up to the present of L.B.J. They have in them young women gifted like Gwendolyn Brooks, who, from the inner city of metropolitan Chicago, found in the city junior college nourishment for her poetic talent. But there is also the young woman who last year told me that Tennyson was a contemporary of Homer and Shakespeare and as proof showed me a statement in a book which said that frequently when Tennyson went for long walks he took with him his old friends, Homer and Shakespeare. Indeed, in our house there are many varieties and levels of talent, capacity, and ambition, and for each we must find that which is suitable, in courses, in materials, and in teachers. Nothing can make this clearer than does this NCTE-CCCC report.

JUNIOR COLLEGE ENGLISH: SIX PROPOSALS

LEONARD F. DEAN

After reading through the stack of material supplied by Mr. Squire, I felt depressed. I know that responses to questionnaires are likely to be gloomy, but even after allowing for the fact that informants almost always report that they are being abused, I had a strong image of junior college English teachers across the country looking tired, overworked, and dispirited. Apparently it is an enterprise which is lacking in fun and style. This comes about in part, no doubt, because English teachers are so generous and well-meaning that they take on more than they can do, and much of it dull and exhausting. I realize that it is not very sporting to scold people for their virtues, and I hope that my proposals will be taken in the right spirit.

The problem as I understand it is how to get more fun and style into junior college English teaching, and thereby get better teaching, which is the heart of the matter. Here are my proposals:

1) Abolish remedial and subremedial courses. These courses hurt teachers, do not help students, make it impossible to hire good staff, and use up too much staff time and money.
2) Reduce the amount of required composition to the point that teachers are fresh for teaching and have their evenings and weekends free for reading and a normal life.
3) Reduce the emphasis on expository reading in freshman English. Expository essays are generally dull, their style is often undistinguished, and their range of language is limited.
4) Devote the first semester of freshman English to reading and discussing short stories, with occasional short critical papers on specific topics. In the second semester, go on to other literary types. In the second year offer a semester of Shakespeare and a semester of the modern novel to those students who are up to it.
5) Limit teaching loads to a maximum of four classes of twenty-five students each.
6) Refuse to be a catchall for low-grade service assignments: spelling, elementary grammar, letter writing, how to use the library, so-called research papers, and various kinds of social work. We must devote ourselves to our own crucial task, which is interpreting and teaching literature with skill and enthusiasm. It is irresponsible to allow ourselves to be distracted and to become unfit for our job.

COMMENTS ON *ENGLISH IN THE TWO-YEAR COLLEGE*

H. K. NEWBURN

The junior college is a robust, precocious infant in many ways, since its significant development has occurred in quite recent years and its efforts toward democratization of educational opportunity have caused it to seek to be all things to all people. However, in spite of all this diffuse activity, none of us should be deceived regarding its amazing vitality. This new and somewhat troublesome entrant to the post-secondary scene bids fair to become the most significant and possibly one of the most fruitful social and educational institutions of our democracy. It is this speaker's belief that regardless of our convictions, our wishes, or our hopes, we had best assume the junior college is here to stay since it reflects or can reflect so well the aspirations of the American people and, with proper direction, the current needs of our society. Its major problem is to stand on its own feet, declare its independence, and determine to do its job in an excellent and forthright manner.

The committee report demonstrates in convincing fashion the great need for understanding of the basic and emerging role of the junior college by those who are working professionally in higher education, as well as by the students who attend such institutions, and by those citizens who anticipate certain social and educational gains from their operations. The report further reflects clearly the confusion, the frustrations, the lack of clear objectives, and the absence of strong commitment on the part of many actually working in such colleges, and thus in the best position to help them realize their mission.

Before we can discuss intelligently the nature of the English program, or for that matter the nature of any program, we must understand, as Albert Kitzhaber said so well in his report as incoming president of the National Council,[1] the nature and the goals of the institution the program is to serve, and the characteristics of the students involved in such activity. For as teachers we must constantly remind ourselves that our subject matter is not an end in itself but can be justified only in terms of its contribution to personal and institutional objectives.

Probably the most important concept which must be assimilated by those of us who will be working with the junior college or its products is that which is referred to variously in such phrases as "the people's college," "the open door college," or simply "the community college." These terms are associated with a phenomenon of some magnitude which amounts to an upward extension of what the British refer to as "the school leaving age." No more is high school graduation to be the terminal point of common school education in this country. On the contrary, this leaving age is to be increased by two years under the assumption that social and economic demands of our highly competitive industrial society require common education to encompass not only the high school but to extend through the junior college years as well. The influential Educational Policies Commission in a recent statement titled *Universal Opportunity for Education Beyond the High School* had these suggestions to make with reference to this matter:

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[1] A. R. Kitzhaber, *The Two-Year College and the Teaching of English* (A Report of the Incoming President of the National Council of Teachers of English to the Executive Committee, November 1963).

> The nation's goal of universal educational opportunity must be expanded to include at least two further years of education, open to any high school graduate, and designed to move each student toward intellectual freedom.

—and in a final paragraph:

> The goal of universal education beyond the high school is no more utopian than the goal of full citizenship for all Americans, for the first is becoming prerequisite to the second. If a person is adjudged incapable of growth toward a free mind today, he has been adjudged incapable of the dignity of full citizenship in a free society. That is a judgment which no American conscious of his ideals and traditions can lightly make.[9]

The junior or community college in reality is built upon and reflects this new philosophy of universal opportunity, and since this concept holds not only the educational and citizenship implications mentioned above, but definite economic inferences as well, community pressures generally reinforce such philosophy from the viewpoint of practical logic. Thus the junior college quite commonly admits not only any high school graduate, but older students who may not have completed high school but desire to continue formal education. For those who are working or are busy in the home during the day, these colleges have developed highly varied evening programs for both college-age students and adults with or without diplomas. Thus in accepting the mandate to become the "people's college" they admit and build programs for almost the complete range of intellectual ability, aptitude, and interest represented in the college-age and adult groups of the total population.

The stated objectives of the junior colleges reflect this desire to serve the total educational needs of the community and to care for a widely varied student body. One of the most understandable statements of this nature is that developed for the College of the Desert and printed in their *Catalog, 1963–64*. Under the heading "Objectives" the following statements are included:

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[9] Educational Policies Commission, *Universal Opportunities for Education Beyond the High School* (Washington, D.C.: National Education Association, 1964), pp. 6, 26.

> College of the Desert, a two-year institution of higher education created by and for the people of its community, is dedicated to the concept that individual talent and integrity constitute the nation's most valuable resources and should therefore be developed and protected to the fullest possible extent. Accordingly the College has established the goal of providing full educational opportunity for the youth and adults of its community, and has instituted the corollary requirement of high standards of performance on the part of all who participate in its benefits. . . .
>
> More specifically the College curriculum is organized around three major categories of goals:
>
> 1. Academic Preparation for Advanced Study
>   As an integral unit of the California tri-partite system of public higher education, College of the Desert is prepared to meet its obligation to provide lower division education leading to upper division majors in the four-year colleges and universities of the state and nation. It aspires to do this in such a manner that students may transfer without loss of time or credit or scholarship standing virtually regardless of their choice of major.
> 2. Occupational Training
>   For those students desiring to complete a vocational curriculum within two years, the College will offer technical training in all fields where promise of student enrollment justifies the necessary expenditures. . . . the College's aim will be vocational competence for its trainees; also a corollary competency in citizenship.
> 3. General Education
>   For all students, both those with chosen vocational objectives and those whose aim is no more specific than achievement of a liberal education, the College aspires to inculcate attitudes and develop knowledge and skills essential to effective living as persons, members of families, citizens, and workers.[8]

This statement reflects pretty generally the attitude of the comprehensive junior college toward its educational mission. While somewhat awesome in its breadth, the commitment is clear and the assignment is being accepted widely across the country. It might also be pointed out that the trend seems to be in the direction of the comprehensive rather than the specialized junior college, and thus the numbers of students enrolled in such units increasingly are likely to represent a larger proportion of the total. The junior college is taking this mission seriously and thus is attempting to develop meaningful programs of educational experiences for those of its student body who plan to continue formal education beyond junior college years, and for those who expect to enter upon full employment after completing their program. In addition, and this is most important to those associated with the effort, all students, regardless of interest, aptitude, or curricular program, are to be provided with a general education designed to help them become more adequate citizens in a free society.

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[8] *Catalog, 1963–64*, College of the Desert, Palm Desert, California, pp. 3–4.

The speaker is not qualified, as others on the panel are, to discuss the specifics which should make up the English program in the junior college, but of one important item in this connection he is quite certain. In a nation dedicated to the worth of the individual and committed to the premise that man is willing and can become qualified to accept the heavy responsibilities accompanying freedom, the ability to communicate adequately with one's fellows is indispensable. In our society, we cannot rest smugly in the assurance that a small group of leaders hold a monopoly on such abilities, and thus can take care of the nation's problems. So, in the "people's colleges" all students must develop the ability to communicate in oral and written form to the maximum extent consistent with their abilities regardless of their aptitudes or interests. All students should be required to include such studies in their programs continuously until they reach the desired minimum level of competency, or until such a time as they withdraw from formal education.

Naturally, the programs in English, communications, or whatever they are called, should be designed in flexible manner in recognition of the differences in capabilities, aptitudes, interests, and thus in motives which exist among such heterogeneous student bodies. The commitment clearly is to *all* students, not just those who say they plan to continue education beyond the junior college. The purpose of such instruction, broadly conceived, is not to duplicate performance in the four-year college, but rather to encourage optimum growth in ability and desire to communicate judged in terms of the individual's potential to achieve. There is no way for the teacher or administrator to escape this responsibility short of transferring to another type of institution. And it won't do simply to say it cannot be done.

As is hinted in the report, a large part of the problem in English as elsewhere grows out of the inadequate or—more properly stated—the nonexistent program for the preparation of junior college teachers. The sooner we recognize the uniqueness of the junior college and begin to prepare teachers specifically for work in this institution, the more likely we are to resolve the problem satisfactorily. Such a program cannot be the responsibility alone of the teacher preparation institution, but it should involve full cooperation of personnel in the field as well as on the campus. The program should encompass both preservice and inservice education, and the cooperative efforts should cover both aspects of the enterprise. Further, since the qualified teacher must understand the fundamental nature of the junior college and know a great deal about the characteristics of those who study there, must be able to cope with modern learning theories, and must be able to organize and present instructional materials effectively, his program of preparation should be considered as university-wide in character. Only through such an approach is the teacher likely to understand his subject, his institution, and his pupils. Only in this way will he become more certain of *the why* and *the how* as well as *the what* to teach.

The report further highlights a tendency for teachers and administrators to confuse arbitrary standards with true growth and achievement and, as a result, to become frustrated with the difficulty of maintaining generally conditions comparable with those which are assumed to exist on the four-year college campus. Grading at best is a troublesome task, but the real issue is that of making certain that all students are prepared to communicate in terms of their abilities and needs. Those who continue in four-year colleges must be able to compete with "native" students, but those who go immediately into jobs must be prepared to meet the demands of environments which also have pressing communications requirements. If emphasis in the program is placed on growth toward competency, some satisfactory solution to the grading problem can be found I am sure. If time permitted, the same type of analysis could be made in the area of evaluation. Here again, once the objectives and programs are determined, the choice of evaluative devices becomes a relatively simple matter.

Another major weakness in the junior college situation, also emphasized in the committee report, is the extent and degree to which the instructional task properly defined is underestimated. Teaching loads, under many circumstances, are considerably beyond any reasonable limits whether measured on the basis of number of classes taught, number of students contacted, number of preparations, or some combination of all three. Effective writing is one of the most difficult skills to teach or learn, one that demands careful and time-consuming evaluation of student work. Some way must be found to make clear to all concerned that an overworked teacher is not a good investment in terms of educational results. There is much talk about the shortage of qualified teachers now and in the days ahead. One way to encourage greater numbers to enter the profession at the junior college level, and to encourage those who are there to stay, is to take a more realistic position on the matter of teaching loads. Good people are less likely to enter upon such careers when they are not convinced that working conditions are such as to permit an adequate performance of the assignment.

There has been too much talk about the junior college as a means of reducing the costs of higher education. There is considerable reason to question the veracity of such statements. Actually, one might better argue that, particularly in its technical programs, the junior college will be more expensive than its counterpart, the lower-division of the four-year college or university. The student can save money by living at home and paying lower fees, but the cost to society generally will be equivalent to other programs at this level if the task is completed in acceptable fashion.

In conclusion, one word about the general nature of the report. As the committee recognizes, this questionnaire study, as is true of most investigations of this type, tended to raise questions in larger number than it answered. It is to be hoped that the Council will find a way to follow this fine beginning with a study in depth which could be of inestimable value to the future of English teaching in the junior college.

Suggestions for Research

RESEARCH IN JUNIOR COLLEGE ENGLISH

JOHN C. GERBER

My first inclination in reflecting upon this subject was to conclude rather hastily that there is no research in English uniquely demanded by junior college programs. It would seem as though what they need is what all colleges need: a greater understanding of how we can develop student competence in our multifaceted discipline.

We *all* need to know so much. It is fantastic that a great profession such as ours knows so little about what it is doing. We proceed by hunches. Some of them doubtless are very good hunches, but they are not certainties or anything approaching certainties. We do not even know whether most aspects of writing *can* be taught, though we proceed daily on this assumption. We don't know what can be quickly taught and how, what must be taught over a period of years, what can never be taught and is therefore the result of the genes or toilet-training or something. You will recall that Braddock, Lloyd-Jones, and Schoer, after reading hundreds of articles on the teaching of writing, found that only eight of them had anything really important to say, and they had some doubts about those eight.

The notion that formal grammar helps students to write fluently is dying hard, and yet I suspect we all cling to the hunch that knowing *something* about the language is useful to a writer. But what? And what of literature? Many teachers can inspire a love of reading, but others using apparently the same techniques make it seem as exciting as yesterday's newspaper. Do techniques mean anything here, or is a love of literature simply something that is caught from a carrier: like mumps or executive flu? I must confess *I* have a hunch that students, at least the reasonably intelligent ones, need to have practice with the various critical approaches: close reading, the biographical, the sociological, the psychological, and so on. Or if you care to break it down another way, they should have practice in analysis, interpretation, and evaluation. But this is merely a hunch. Maybe our majors at Iowa who now have to take a course in the critical approaches as sophomores or juniors are not benefiting as much as I think they are.

This breast beating could, of course, go on almost indefinitely. So seldom can we really say that procedure A is definitely a promising one whereas precedure B is definitely a waste of time. Thus, we must approach the subject of research in junior college English as simply part of our enormous task of finding out what we can best do at the freshman and sophomore levels, whatever the kind of school. Nevertheless, English teachers in junior colleges do have some special problems because their student bodies are not precisely the same as student bodies in four-year colleges. Typically, a student body at a typical junior or community college includes three categories of students: those planning to transfer to four-year colleges, those taking a terminal program, and adults coming back for special courses. The first group poses the same problems as freshmen and sophomores in four-year colleges. The last group—the adults—presumably know what they want, are reasonably well motivated, and probably will do about as well as they can whatever the program. It is the middle group, the terminal students, who create the special problems. And it is to this unique group that I should like to address the rest of my remarks.

Few of those students have a primary interest in English, and few handle it with anything approximating grace. To the extent that they have any serious concern about English, it is a concern for its use as a practical tool that will enable them to get along a bit better in the trade or mechanical skill or business in which they are primarily interested. I realize, of course, that I am generalizing in a gross fashion, but for the majority of these terminal students I am sure it is safe to say that English is not a driving passion.

Now what do we want to do for these students? What can we *hope* to do for them? I should think that we might try to get them interested in language just for what it is, a complex, curious, and interesting phenomenon. We can hope to get them to the point where paper and pencil do not bring on nausea. And we can hope to get them to the point where they can read with some understanding and rather enjoy—though they probably won't admit it—short stories by Lardner and Hemingway, a novel or two, and a few plays, and maybe even some poetry. But how can we accomplish these aims? The answer to this question must come to us through something more than simply personal testimony, because testimony almost invariably tells us more about the teacher than the students or the program. And we need more than a series of little probings here and there because, valuable as a few of these may turn out to be, we need research that is reasonably objective, that yields results that are broadly applicable, and employs techniques that are financially feasible.

I say research that is *reasonably* objective because it is clear to all of us that research in the teaching of English cannot always be accommodated to tight little research designs. Those on the Commissioner's Research Advisory Council in the U. S. Office of Education have come slowly to realize this and accept it as fact, and not to dismiss out of hand a promising investigation of a complex area simply because the design is not so clean and tidy as they would like it to be.

When this is said, nevertheless, it still should be added that we can no longer tolerate a sloppy kind of investigation that takes no account of the Hawthorne effect or that has only a casually organized program or that has no really promising procedure for evaluation. I am no educational psychologist or testing expert, but even I am sometimes horrified at the proposals that come into the Office of Education. I recall one—and I alter it slightly to make it unrecognizable—an application for about $40,000 in which the director wanted to see if students would write better if they wrote more frequently, if they were taught in part through the use of the overhead projector, and if they had frequent conferences with their instructor. He proposed dividing the freshman class into two groups, having half taught by staff members who volunteered for the experiment and the other half taught by staff members who presumably didn't volunteer. He would compare results by having all students write a theme at the beginning and at the end of the semester.

Now look at the absurdities here. The students in the experimental program would probably get the best teachers, or at least the most committed teachers. If it turned out the students in the experimental program *did* write better, who could say what the cause would be: the teachers, the frequency of writing, the overhead projector, the conferences? And we are certainly sophisticated enough about testing now to know that one essay gives us a dubious index of writing proficiency. In this audience I know I am laboring the obvious. But I am not dealing with what is obvious to every English teacher. I know *that* as a fact. In short, we must insist on research that yields reasonably firm results and not happy impressions.

My second broad recommendation is that we should sponsor research on a broad basis. If you will pardon my Madison Avenue language, we need a massive attack, a crash program. Most pressing is a need for research yielding results that can be used throughout the country. Of course, I realize that a college in El Paso will have special problems as will one in the Bronx or one in San Diego. And these, it is to be hoped, will find solutions to their unique problems. But nationally, it seems to me, the emphasis must be upon the common problems: the use of standard English, the writing of clear prose, reading with understanding material more challenging than Dick Tracy or *Switchblade Artie and the Naked Bride*. Specifically, I would suggest a series of identical research projects carried on by a number of colleges distributed geographically. If colleges in Arizona, Iowa, Georgia, Pennsylvania, and Maine conducted the same study and came up with highly comparative results, we would have something that would be of value in all the other forty-five states. I might add that the U. S. Office of Education is becoming more and more sympathetic to the idea of making grants to what they call a consortium of institutions so that research and development can be broadly based and its yields more universally applicable.

My third general suggestion is that we try to conduct research on programs that need not have a special grant for their operation—a grant for research on the operation, yes, but not for the operation itself. A grant recently given to an eastern junior college, for example, was for a program designed to see whether junior college students write better if they are supplied each week with *Newsweek*, the daily papers, and other contemporary materials so that they become enough interested in current problems to write about them. Under these conditions they may well write better. But what then? Will the college continue to supply all of its students with *Newsweek* and the daily papers? And will junior colleges throughout the land do the same? Happy *Newsweek* if it were to come to pass! But we all know it won't come to pass. The school boards and Henry Luce won't allow it.

I think that something useful may come from this study, and I certainly applaud the staff for its initiative. But I wish that what they are doing were not tied so tightly to materials that probably cannot be supplied to the students once the federal funds are exhausted.

Far worse than this study are those that experiment with conditions that couldn't conceivably be reproduced without an outside grant: experiments calling for individual tutoring, or classes of ten, or seminar-type classes with two teachers to a class, or technical gadgetry far beyond the budget of a typical junior college. Again I would hope that eventually these studies can be made, but again I would insist that at the present time we should go down the middle of the road and try to discover what is useful and feasible in the bulk of our junior colleges. The criteria I propose for present research, then, are simple and obvious ones:

1. Will the results be reasonably objective?
2. Will the procedures in programs involved be applicable to a broad range of junior colleges?
3. Will the programs and procedures involved be financially feasible for most junior colleges?

As to suggestions for specific programs, I have only a few and even these I present with some diffidence for I am certainly no authority on the terminal student at our junior colleges. This kind of student, it is generally conceded, relates most things to himself and to his own concrete world. Ordinarily his interests can be captured by such things as football, a souped-up Chevrolet, a new and more complex threshing machine, methods for handling high-speed machinery, technical procedures of all kinds. What appeals is what is concrete, practical, and what he can see clearly applying to himself.

With all this in mind, it occurs to me that interest in language might be developed and that various desirable results might come to pass. How this can be done would be a matter for study. Certain possibilities suggest themselves quickly: having students know the differences in their speech, differences between the way they talk and the way others in the community talk. They could be asked to imitate one another, imitate the instructor, imitate others in the community. The instructor could try to imitate their talk. They could have movies demonstrating still other dialects. In small groups they might develop short skits in which they imitate different dialects. And they might be asked to write up something exactly as they think they would say it, then as they think the instructor would say it, and so on. Gradually they might come to observe some of the differences between standard and nonstandard dialects, and to speculate about them. Then they might read *Huckleberry Finn*, Lardner's "Haircut," and other good works in dialect. It just could be that after all this a student wanting to write the standard dialect could make a pretty good pass at it. We should know if he can.

Going a step further we might have these students parody different dialects. The idea of ridiculing anything is usually attractive. Especially in a class in English where students have always been on the defensive, it might be quite salutary to have them get the brief sense of superiority in language that can come from writing a parody. At least the process might be worth trying and then evaluating.

The whole field of subject matter for student papers, of course, needs further study. Should they be asked to write about the Grecian urn, their home life, teenage gangs, their unhappy little egos, or what? Indeed there is a real question as to whether or not we should insist on exposition at all. Possibly we should be trying to exploit their interest in the personal and concrete by letting them indulge in narration or even fiction or a brief play. The aim is to get them to overcome their distaste for writing and slowly, or at least occasionally, find some solid satisfaction in it.

Furthermore, taking a leaf from what many successful elementary teachers are doing, we possibly should not be asking them to rewrite a great deal since this imposes an artificial situation. They know full well they are rarely, if ever, going to have to write carefully molded little paragraphs for a large group of readers. What we might do instead is to have them read these papers aloud just as they are and not be especially critical about what they have done—at least for a long while. This is not a suggestion to forget standards; it is a suggestion for a study designed to get them writing, and once in a while writing something to give them a vague but nevertheless a sure sense of pride. It would be interesting to see whether at the end of a year of rather individualistic and free-wheeling writing they would be writing better than they do after the more traditional and more disciplined training in exposition. My guess is that the writing would be a bit more interesting for everyone concerned, though it might not be quite so orderly. But then it isn't very orderly anyway. And so we might end up willing to settle for vitality—and so, I suspect, would the students.

The problems in teaching literature to these terminal students are equally vast and complex. Except for those with the lowest I.Q., the bulk of the students do read, and probably more than we suspect. I am always pleasantly surprised in traveling to see the amount of reading being done: newspapers, magazines, paperbacks, and occasionally even hardbacks. It is perfectly obvious that many of these people sitting in buses and trains and planes are not college graduates or even students or graduates of junior colleges. And happily, though this is wholly unscientific generalizing, the younger people seem to be reading more than the older ones. The older ones, many of us, simply drop off to sleep. The problem for most of the students is not that they are not reading at all, but that they are reading too little, and certainly too little of the kind of writing we think will enlarge their vision, raise their values, and broaden their attitudes. So how to get a student who reads only the sports columns or "Dear Abby" or *True Romance* to read something else?

Part of the problem is that they suffer from a feeling of inadequacy. Over the years, quite unintentionally, we have made them feel inadequate by showing them what they do *not* learn from an article, or see in a story, or feel from a poem. It all has become a hopeless business for too many of them. They don't have the handles for grasping a literary work, and hence they make no attempt to grasp it. So we must study motivation at this level. Projecting from the hundreds of studies of motivation at the lower levels won't do, for these junior college students are older, more mature emotionally if not intellectually, and gifted with more insistent drives for status and security. If nothing else, the matters of military service, marriage, and a reasonably permanent job have become immediate concerns rather than ones several years off. Such a fact we must take into consideration as we plan our work in literature as well, of course, as the work in writing. And we must learn how we can utilize their built-in motivations, not ignore them or buck them. But what are their basic motivations and how can we best utilize them? Here again we need research.

More than this we must learn to build on their already developed interests in working out our reading lists. There are two practices that seem to me in this regard to be equally absurd. One is to give the terminal students throughout the year only the material they seem willing to read; the other is to impose Berkeley's freshman literature upon them. The first is to pander to the students; the second is to rebuff them. So again we need a broadly conceived study to see where we can start with a typical terminal student and how far we may be able to push him. If we had some sense of the norm on this matter, we might better be able to handle those who deviate from the average.

This suggests the whole problem of adapting work, whether it be in writing or literature, to the individual. We cannot rely on studies of sectioning done at lower levels or in the four-year colleges. These terminal students in many ways have their own drives and attitudes. We should know whether homogeneous classes seem to get better results from them, or whether these classes are not worth the time and labor involved.

Well, where does all this lead us? It leaves us with some boundless and complex and obvious problems that may or may not be susceptible to research. We shan't know how susceptible they are until we try to find out. The terminal student in our junior colleges is not going to disappear. He is going to be with us in vastly increasing numbers for the foreseeable future. He will move not only from the junior colleges into the trades, the military, businesses, and the minor professions, but in some instances, into our legislatures. Sometimes stupid, often defensive if not resentful, he is nevertheless human and therefore presumably educable. Most of us undoubtedly do not find the terminal student as challenging as those who plan to go on to the four-year college and ultimately to graduate school. But if we learn how we can best teach him, we can be challenging to *him*. And that, after all, is our obligation.

RESEARCH DESIGNS OF POTENTIAL VALUE IN INVESTIGATING PROBLEMS IN THE TWO-YEAR COLLEGE

William C. Budd

The topic of research designs is not one known to spark a flame of intense interest in most listeners. Indeed, it is better known for its tendency to produce fear in graduate students and boredom in colleagues. Since I have no desire to bore you and certainly have no opportunity to frighten you, I trust you will forgive my attempt to circumvent the first of these contingencies by the occasional irreverent touch which I might introduce into this paper.

The term "research" has been expanded beyond all reasonable bounds. It now seems to include any activity which (a) will get you released time from teaching duties, apparently the goal of all dedicated college instructors; (b) will get you a grant of money from the federal government or some other equally charitable organization; or (c) will provide fodder for the faculty committee on tenure and promotion. A similar sort of elasticity seems to characterize the taxonomy of types within educational research. Each textbook writer has his own classification scheme. One may speak of causal comparative studies and surveys. Another may use the terms correlational and descriptive research. Most do seem to agree on the meaning of experimentation. I must begin then by defining the types of research I wish to discuss. I shall divide all relevant research into two categories, descriptive and experimental. By descriptive research I shall mean that type of research which studies intact groups with little or no attempt at manipulation except insofar as observation requires it. By experimental research I shall mean that type of research in which groups are given "treatment" of some sort in keeping with a carefully designed plan for observing the effects of this treatment.

Before I begin to develop the two broad types of research design, let me digress a bit with a personal note. In preparation for this conference I have spent some time reading from the reports of somewhat similar conferences held previously. I noted that all such occasions seemed to include one or more psychologists as participants. I noted also that the remarks of these persons were frequently characterized by a certain humility; though they were eager to help they were not always sure they had a great deal to offer. I can appreciate their position. For me to tell a group of instructors of English that they should adopt some of the research techniques of educational psychology seems somewhat akin to a similar demand on their part that in order to call oneself a true psychologist, one must have published a complete exegesis of the plot of *Walden II*. Nevertheless, the planners of this conference must have believed that some good could accrue to you from a brief introduction to the research methodologies of the behavioral scientist with some suggestion regarding possible applications to the field of English in the two-year college.

Descriptive Research

Research in the behavioral sciences makes extensive use of the mathematical field of statistics. There are two major branches of statistics which are of importance here, the first commonly called descriptive statistics and the second, the statistics of inference. Descriptive statistics is an attempt to describe natural phenomena through the use of numbers, and the statistics of inference is an attempt to obtain information about large "populations" through the use of samples. Describing natural phenomena through numbers often strikes persons trained in the humanities as characteristic only of a Philistine. In describing a beautiful girl, for example, they are accustomed to the delicately indelicate lines of a Robert Herrick. May I point out, however, that in contemporary fashion we could describe some of Herrick's imaginary playmates as 38-24-36, a numerical description which also conveys a great deal of meaning.

The aims of science are sometimes said to be description, prediction, and control. The propaedeutic phase of most sciences, however, consists mainly of observation and description. I would certainly feel that this would be the case in the application of the research techniques of the behavioral sciences to the field of English. Consequently I should like to begin by discussing three of the basic designs in descriptive research which may be relevant to the problems of the two-year college.

The descriptive survey. The descriptive survey is most likely one of the oldest forms of research extant. It is essentially an information gathering process. At the simplest level, it may consist of such a thing as gathering data on the age, sex, and grade point average of entering freshmen. At the complex end, it may consist of multistage sampling designs for determining public opinion. It is the favorite vehicle of most so-called "institutional" research.

Curricular decisions are frequently made employing the data from descriptive surveys. We might wish to find out, for example, which of Shakespeare's plays entering freshmen have already read. We may wish to determine whether the curriculum which a student follows is related to his writing ability. Is it true that the best writers are English majors? Or—do sophomores or seniors really write better than entering freshmen? To answer questions such as these we need descriptive data from existing groups, utilizing, of course, the proper safeguards and controls in the collection and interpretation of the data.

The normative survey. A second type of descriptive research which might have application in the two-year college is the normative survey. The normative survey design is divided into two subclasses: (1) longitudinal and (2) cross sectional. In the longitudinal design a sample of subjects is selected and periodic observations are made on specified variables. In the cross sectional design, the same observations may be made but they are made on a number of samples of individuals of differing chronological age. The best example relevant to our discussion today would be studies on the development of language in children.

Many investigators shy away from the normative survey because of the time involved. Graduate students are not particularly impressed with a ten year project. Yet a study need not take that long in order to yield important data. For example, suppose a college were to select a small random sample of entering freshmen and follow their writing careers, course by course, term by term for the length of their collegiate tenure. Though we all recognize the unreliability of judgments of the quality of writing, might it still not be possible for us to discover where improvements occur and where they do not occur, and to posit possible hypotheses for these observations? Yearly repetitions of a study such as this might yield interesting results and viable hypotheses for further testing.

Correlational study. A third major type of descriptive research is the correlational study. This is an attempt to determine whether an empirical relation, usually given in the form of a coefficient of correlation, exists between two or more specified variables. The existence of an empirical relation does not necessarily imply a casual relation but it may lead to the formulation of a fruitful hypothesis for further test.

The correlational study has long been employed in the area of English teaching. We are all familiar with the many coefficients of correlation, most of them low, which have been computed between knowledge of grammar and the ability to write. Disappointing results such as these, however, need not cause us to abandon this type of research. We might seek to assess the effectiveness of our teaching, for example, by an investigation of the relationship, if any, between the number of courses in literature a student takes as an undergraduate and some measure of his reading habits five years hence. Or in a two-year college, we may be concerned with whether there is any relation between the grades in our introductory course and the student's success in a transfer institution.

Descriptive research is often denigrated on the basis that it cannot lead to valid inferences. Following mathematical logic, this is true. When we do wish to validate our inferences, we turn to experimental research.

Experimental Designs

I should like to begin my discussion of experimental designs by distinguishing two types, univariate designs and multivariate designs. The univariate design is one which employs a single independent variable and usually a single dependent variable. The multivariate design is one which permits multiple independent variables and frequently multiple dependent variables. The independent variable is the "treatment" you apply to your sample. The dependent variable is the outcome you observe. In the behavioral sciences this outcome is usually some form of human behavior observed either directly or indirectly.

Univariate design. In the traditional experiment in the physical sciences, a treatment is applied to a substance of some sort. The substance is examined both before and after treatment to determine whether any significant change has occurred in its basic properties. If a change has occurred, it is attributed to the treatment because the likelihood of any such change in the substance due to the influence of extraneous variables is very small.

When this type of reasoning is transferred to the behavioral sciences, however, we encounter certain difficulties. Of primary concern is the possibility that changes in the substance of our experiment, in this case a malleable human being, may be due not to the experimental variable but to other variables extraneous to our study. I can be reasonably confident if I am teaching the beginning course in Greek, that almost any change in the ability of the student to read Greek prose is due in large measure to the instruction provided him. Can I be similarly confident, however, that an increase in English vocabulary which seems to accompany the study of Greek is also due to such instruction, or could it be a phenomenon associated with the type of student who elects to study Greek? To answer the latter type of question I must modify the traditional "observation—treatment—observation" experiment to include a second group similar to the experimental group in all relevant aspects, but which does not receive the experimental treatment. This is the so-called "control group" univariate design which has been the bread-and-butter experimental design of the behavioral sciences for many years.

The statistical "test of significance" used in assessing the outcome of such an experiment is one which uses the variability of groups on the dependent variable as its criterion. If vocabulary is our dependent variable, for example, we would likely observe this through some form of paper and pencil achievement test. Given an experimental and control group, we would know that within each of these groups we could expect a range of scores from high to low. If we can assume that at the beginning of our experiment this range or "variability" of scores was essentially the same for both groups and that the average score was much the same, any experimental effect will result in higher or lower scores for the experimental group in comparison with the control group with little change in variability of scores. This is the so-called "additive effect" of the experimental variable. We then compare the variability "between" experimental and control groups with the variability "within" these groups. How much of a variation between groups treated differently do we have to have to be significant when we know how much difference there is among members of groups receiving the same treatment? The answer to this question is given by mathematical theory of probability based upon the assumption of random sampling.

Two modifications of this basic univariate design are widely employed, both used to increase precision by insuring initial homogeneity of variance in the experimental and control group. The first of these is the "matching" design and the second is the "covariance" design. In the matching design we achieve initial homogeneity by "pairing" members of our sample who are much alike either on the dependent variable or some factor related to the dependent variable, and assigning one member of the pair at random to the experimental group and one to the control group. Thus we are assured at the beginning of our experiment that there is no initial variability or difference "between" the two groups; all the variability is "within" the groups. At the conclusion of our experiment we will observe to see if the difference "between" the groups is still negligible. The covariance design does the same thing as the matching design except that homogeneity of the variances is accomplished by statistical means rather than actual pairing of subjects.

The univariate design has been widely employed and will continue to be widely employed. It has been criticized, however, on the basis that, since human behavior is very complex with multiple determinants, the univariate design is too insensitive. To take account of such complexities, multivariate designs have been introduced.

Multivariate designs. Multivariate designs in behavioral research have been introduced within the past forty years. It is perhaps significant to note here in passing that most of these designs have arisen largely in the field of agricultural experimentation, particularly in the work of Sir Ronald A. Fisher in England. The homology between agriculture and education has, of course, long been noted. The well-worn metaphor "fertilization of the mind" attests to the similarity between the process of adding organic nutrients to the soil to promote the healthy growth of young seedlings and the nature of the treatment afforded the student in the classroom.

Multivariate designs enable us to analyze the effects of several independent variables simultaneously. In the typical methods experiment, for example, we may suspect that any difference between experimental and control groups is not due to the method of teaching but is due rather to the teachers employing the method or to the schools in which the method is being used or to the time of day of the class or to any other of a number of possibilities. With multivariate designs we can assess the effects of each of these variables plus the so-called "interaction" effects, that is, whether it is a combination of, say, school and method which is really important.

The field of multivariate analysis is replete with many strange and exotic terms. As we study it, we learn of factorials, randomized blocks, Latin squares, and Greco-Latin squares. The opinion of my adolescent son notwithstanding, the expression "Greco-Latin square" does not refer to a professor of classics. It refers rather to a carefully controlled method of assigning subjects to treatments so as to maximize the amount of valid information one can derive from the data of an experiment. Designs such as these are statistically very elegant and have great potential usefulness in all applications of behavioral science. I would suggest, however, that anyone attempting to employ such designs in attacking problems within the field of English should possess more than a nodding acquaintance with statistical methodology.

Quasi-Experimental Designs

All experimental designs, whether univariate or multivariate, are assumed to employ random sampling. A population is specified and a random sample is selected from this population in order that valid inferences may be made about the population from the data of the sample.

In colleges, this frequently can be done. Where there are multiple sections of a class, students can be selected at random and assigned at random to sections so that a true experimental study can be conducted. However, there are also many situations where random assignment is not possible or feasible. In such cases we may employ what we call "quasi-experimental" designs which frequently resemble the true experimental designs but lack the necessary prerequisites of an experiment. There are many types of quasi-experimental designs, but I wish to mention only three for your consideration.

The nonequivalent control group design. One of the simplest of these designs which bears much resemblance to an experiment is the situation where we must use intact groups for experimental and control purposes. Both groups may be given pretests to determine equivalency, but there is no attempt at random assignment.

The time-series design. In the time-series design we make periodic observations on a group, then introduce some experimental treatment, then observe the group again to determine effect of treatment. The group, in a sense, provides its own control through the series of observations prior to treatment.

The ex post facto design. In the ex post facto design we trace currently observable effects to treatment which occurred some time previously. The widely heralded study of the effect of smoking on lung cancer is of this type. No one has, as yet, randomly assigned individuals to the ranks of smokers and nonsmokers.

Quasi-experimental designs are frequently considered to be stopgap measures where true experimentation is not possible. Yet they need not be regarded lightly for much valuable information has come from studies designed in this fashion.

Errors in Research

Research designs are perfect in theory only. No matter what kind of research design we employ, our findings are subject to certain types of error. The purpose of a research design is to minimize the possibility of such errors and to maximize the possibility of truth. There are certain common types of errors such as the Hawthorne effect which I would like to enumerate here if only time permitted. Let me simply generalize and say that to achieve adequate safeguards against error, one needs both a knowledge of research design and a substantive knowledge of the field under investigation. This is why we need collaboration between the educational psychologist and the instructor of English.

Related Factors

Before I close I would like to discuss briefly certain other considerations which do not strictly fall within the rubric of research design but which are very important to research itself. The first such consideration is instrumentation.

Instrumentation. Before we can employ research designs profitably, we frequently have to engage in much "tinkering with the tools" of our trade. The most important tool I have in mind is the instrument we employ in making the observations on our dependent variable. Frequently this is a test of some sort although it could be a system for classifying responses. In studying the effects of the reading of literature, for example, we often feel that these effects extend beyond the kind of knowledge reported by the usual paper and pencil test of achievement. How can such other effects be detected? A good example of the kind of refinement of an analytical tool that we need is that furnished by the work of the moderator of this panel, Mr. Squire. For his doctoral dissertation, he developed a scheme for the analysis of student responses to literature which took account of both intellectual and emotional factors. We need much more such work because the more closely the instruments we employ match the logical definition of our dependent variable, the more comfortable we feel with the results of our research.

Another type of instrumentation to which I would call your attention is the research in computer simulation of human cognitive processes. As you know, computers were originally developed to provide rapid solutions to mathematical problems. Within recent years, however, it has become apparent that computers can be creative as well as merely efficient. I recall seeing on television several plays written by a computer. Computers have written poetry although I understand the level achieved is still somewhat below that of Eddie Guest. Nevertheless we may perhaps look forward to the day when our poet in residence is sponsored by IBM—with the customary educational discount, of course. Seriously, however, since computers are symbol manipulating devices, we may learn much about the symbolic processes which form the basis for language from such high level tinkering.

The limitation of observations. The last item I would like to deal with briefly is the importance of limiting observations to those things which can be reasonably rigorously defined and measured. In my dealings with persons in the humanities, I have sensed their reluctance to part company with the full range and power of the English language.

Science, however, exercises a restrictive effect upon both language and observation.

The tendency to restrict his language and his investigations to those things which are observable and measurable has left the psychologist open to the charge of fragmentation. It is alleged that he neglects those problems which are difficult but important in favor of those problems which are easy but trivial. In fact, the practitioners of behavioral science are often likened to the man described in a story inevitably told in every introductory course in research methodology. It seems that a policeman making the rounds of his beat one night discovered an obviously inebriated gentleman crawling around on his hands and knees under a streetlight. When asked what he was doing, the man replied in labored Lushwellian tones that he was looking for his wallet. The policeman volunteered to help in the search but after a few fruitless minutes asked the gentleman whether he was certain he had lost his wallet in this particular spot. The man replied that, in fact, he was quite certain that he had not—that he had actually lost the wallet in the darkened alley immediately behind but that he preferred to search here rather than there because the light was so much better.

The moral of this story is, I am sure, not flattering to the behavioral scientist. I believe, however, that his position can be defended. It is likely that we frequently preclude the possibility of significant results in research by the use of overambitious dependent and independent variables. We may be terribly anxious to solve the pressing problems in our field and feel that research involving what appears to us to be minutiae is analogous to the drunk searching under the streetlight. However, for the benefit of our long-range comfort, perhaps we can have faith, as did Plato, that those who have seen the light also have an obligation to return to the alley.

RESEARCH THAT IS NEEDED IN THE TWO-YEAR COLLEGE

JAMES H. NELSON

What can one say about the topic, "Research That Is Needed in in the Two-Year College"? This is the question I pondered in preparing this paper. And while combing through conference proceedings and reports sent us as background information, I found an answer. A recognized authority on English instruction made the plea that there be *no more* lists compiled of needed research studies. You may be certain that my topic lost its appeal at that moment. Since I hadn't the authority to change it, however, I shall proceed—but with a keen awareness that research lists are unpopular in some quarters.

In thinking about research needed for the improvement of English instruction in two-year colleges, a number of vantage points occurred to me from which this problem might be viewed. In preparing this paper, I have tried to consider research needs as they might be perceived by English instructors, department or division chairmen, deans, and students—the consumers, so to speak.

Even though an attempt was made to keep these four groups in mind, the basic questions which appear to require additional research are essentially the same regardless of the hypothetical vantage point assumed. They can be stated as follows: (1) Have adequate studies been made of the students who are to be served by two-year college English courses? (2) Has there been a total "systems approach" to the planning and development of a comprehensive English curriculum for two-year colleges? (3) Have the skills, abilities, and achievements minimally essential for success in various two-year English courses been adequately determined? (4) Have adequate appraisal techniques been developed for use in placement of students or for assessing their achievement at the end of the term? and (5) Is there sufficient evidence to substantiate standards for class size, teacher load, number of words students must write, etc.? I submit that our answer to each of these questions must be an emphatic "NO," and that we must certainly need the types of research studies which will enable us to answer "YES!"

First, let us consider the matter of consumer research on English students in two-year colleges. Perhaps we have deceived ourselves into thinking that we know all we need to know about such students. We do know that they differ greatly from one another with respect to scholastic aptitude, English achievement (however you may interpret this), and educational-vocational goals. The open door admissions policy pursued by many two-year colleges is a major factor giving rise to this heterogeneity.

On the basis of such general information about our students, certain types of English courses have been established. Some students are placed in remedial courses because their English achievement is considered too weak for placement in regular college courses. Others are enrolled in so-called terminal courses because they do not intend to transfer to senior colleges or universities. The remaining students ordinarily enter regular transfer English of one type or another. Thus, it might appear that the full range of junior college students has been accommodated. But does the mere existence of transfer, terminal, and remedial courses mean that they have been effectively designed to meet student needs? I doubt it.

When transfer English courses are established in two-year colleges, their acceptability at key senior colleges is often "the" paramount consideration. I don't think this *should* be—but it *may* be! In such instances, information about the students whom the courses are to serve would be useful but not essential, since the chief determinant of what these courses will be is the senior institutions, not the needs of the two-year college students. Perhaps there is little we can do to change this circumstance for transfer English courses.

However, the development of effective remedial and terminal courses seems to be directly dependent upon the availability and appropriate use of information about the students to be served by these courses. It is difficult to understand how an English department could provide a suitable remedial program without knowing a great deal about their students, *including whether or not the deficiency courses seek to remedy what is remediable.* And isn't it about time we found out if students who have met with years of failure in English instruction prior to reaching college are remediable in this skill? In commenting on this problem, one observer has written, "It is curious that, although the futility of such activity (referring to the mechanical drill characteristic of most remedial courses) has been demonstrated annually in the student's experience since the seventh grade, most junior college English teachers try the same nostrum yet once again—and of course with the same barren results."[1]

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[1] Albert R. Kitzhaber, *The Two-Year College and the Teaching of English* (A Report of the Incoming President of the National Council of Teachers of English to the Executive Committee, November 1963), p. 8.

We need to know much more about the characteristics of our students and relate this information to their probability of success or failure, in an efficient manner. This *could* mean that many students now enrolled in remedial English would not take such a course. Perhaps the large number of students who enroll in a so-called remedial English course would be served more effectively by some other type of course.

According to the NCTE report entitled *English in the Two-Year College,*[2] students in remedial courses generally receive the same grammar instruction as do the freshman composition students. Furthermore, they are often taught by instructors who have neither special training nor favorable attitudes toward remedial English students, and the "success" attained is very modest indeed (D and F grades predominate). In light of the NCTE data it would be difficult to understand the basis for a generally positive evaluation of present remedial English programs—unless quality and vigor are to be inferred from their omnipresence. In California public junior colleges, the most common course is reported to be remedial or review English, and this may be true in other states, also.

Please do not interpret the foregoing comments as an attack upon college-level remedial English programs. What I am attempting to point out is that some of the basic assumptions underlying remedial English programs in two-year colleges have not been fully validated. One of these assumptions is that the English deficiencies common to junior college students are remediable and a second assumption is that special courses are required to remedy these deficiencies. I would encourage formulation of research programs designed to test these assumptions. What type of English deficiencies common to two-year college students are remediable? And do these require special courses? Perhaps students who are helped by remedial courses (with the possible exception of remedial reading which junior colleges tragically neglect, in my opinion) would succeed in regular English courses anyhow.

And what of the English courses for terminal students? Where such exist, have they really been designed to meet the needs of terminal students? We know that many students do not plan to transfer to senior colleges, but do we know enough about them to develop appropriate courses? If we had a greater knowledge of their present achievement plus additional information about the competencies they will need in their respective vocations after leaving college, it should be possible to determine whether special courses are needed, and if so, what kinds of courses they should be.

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[2] Samuel Weingarten and Frederick P. Kroeger, *English in the Two-Year College* (Champaign, Ill.: NCTE, 1965).

There is another group of students about whom we may need to know more and assume less. These are the bright, high-achieving youngsters who enter the two-year colleges with greater communication skill than most students will have upon successful completion of a college-level transfer English course. Yet the NCTE report (p. 83) reveals that only two percent of the colleges surveyed regularly exempted their most competent students from freshman English. Aren't we being a bit conceited, perhaps even arrogant, in our assumption that all students must take freshman English? Research results may not only permit, but actually demand, that exemption policies for this able group of students be liberalized.

May I turn now to the second question—that is, has a systems approach to curriculum development been used in the two-year colleges? If so, it should be possible to effect good horizontal and vertical articulation of English instruction. However, the evidence suggests that students may be buffeted from one point in their formal English instruction to another, somewhat irresponsibly. Certainly the thing that impressed me most about the English conference proceedings, reports, and papers provided as background for this conference was the amazing variability in what was ostensibly the same freshman course. One author states that "there is a widespread uncertainty about aims, a bewildering variety of content, a frequent lack of progression within the course."[3] Another says, "There is apparent disagreement on aim, approach, emphasis, and content by many of the same colleges which send out eloquent spokesmen urging high school English programs to concentrate on first-rate literature. . . ."[4] And a third reports, ". . . the bewildering variety here suggests too many tailors with too little communication among them."[5]

In short, it does not appear that those who are most knowledgable about English instruction have reached a satisfactory working consensus about the nature of their task or how best to pursue it. Research is desperately needed which will enable English instructors at different grade levels and in various course areas to communicate efficiently with one another and to articulate their teaching efforts with those of other English teachers whom students may have had or may yet encounter. In light of the widespread divergence of "expert opinion" on what English courses should be, it is a wonder to me that so many students have been able to succeed as well as they have in their study of English.

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[3] Richard M. Bossone, *The Training and Work of California Public Junior College Teachers of English* (Riverside: University of California, 1964), p. 10.

[4] Erwin R. Steinberg (ed.), *Needed Research in the Teaching of English.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Monograph No. 11 (Washington, D.C.: U.S. Government Printing Office, 1963), p. 32.

[5] Weingarten and Kroeger, *op. cit.*

This leads to my third question, namely, do we know what background is necessary for success in various English courses? It seems almost axiomatic that the skills, abilities, and achievements necessary for success in any course can only be realistically determined when the nature of the course itself has been carefully spelled out. Since English instructors have such diverse views of what a given course should be, it becomes virtually impossible to specify meaningful minimal competencies prerequisite to success in English courses. This is painfully evident from the NCTE data on placement, where it was found that students placed in an honors section at one college would be in a regular section at a second college and an a remedial course at a third institution.[6] Clearly, courses bearing the same label may be quite different. Although this type of problem is most acute as an inter-institutional phenomenon, it is by no means unknown within a single English department.

It is not surprising, therefore, that my fourth question must be answered negatively also. For how could adequate appraisal techniques be developed when no consensus has been reached on what is to be appraised? The NCTE data mirror this uncertainty, with twenty-nine different standardized tests being used to help determine where a student should be placed.[7]

The implications of the Educational Testing Service study on ***Factors in Judgments of Writing Ability***[8] also appear to deserve thoughtful consideration. What is the probable impact upon the development of a student's writing ability when in successive years he is taught by teachers whose personal biases result in uneven or contradictory emphasis being placed upon ideas, form, flavor, mechanics, and wording? It may well be that English teachers' uncertainty about what to appraise and how to appraise it constitutes the most serious deterrent to development of writing ability.

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[6] *Ibid.*

[7] Kitzhaber, *op. cit.*, p. 35.

[8] Paul B. Diedrich, John W. French, and Sydell T. Carlton, *Factors in Judgments of Writing Ability*. Research Bulletin RB-61-15 (Princeton: Educational Testing Service, 1961).

Finally, how have we come by the oft-espoused standards for class size, teacher load, minimum writing requirements, etc.? Where is the evidence that conclusively indicates classes must be kept to a maximum of 25 in composition? Do we really know that students who write 8,000 words learn better than students who write 4,000 words? Or that student conferences actually contribute to the learning process? Is there solid research data indicating that an English teacher should have no more than 75 to 100 students? Or that he should teach no more than 12 hours? Perhaps we are simply engaging in wishful thinking.

Such "standards" may sound good, and I really believe that many English teachers *are* overworked. However, under pressure of bulging enrollments, the need will become increasingly great for conclusive studies in these areas. Without them it may be impossible to shore up positions taken by division chairmen, deans of instruction, or college presidents in their appeals to boards of trustees for additional English teachers. Lacking clear-cut evidence of the efficacy of small classes and reasonable workloads for English teachers, expediency will likely become a powerful and potentially destructive force.

In summary, it appears that additional research is needed on the characteristics of the students who are to be served by junior college English courses. Not only do we need to know more about them, but we must relate what we know more effectively to development of appropriate English curricula. Research is also needed which will help to establish a comprehensive framework within which instructional efforts at various levels and in different courses may be efficiently interrelated. Additional study will also be required to determine realistic prerequisites for admission to various English courses and, when this has been done, further research will be essential to develop effective appraisal techniques. Finally, sound research data will be needed to prevent erosion of standards for class size and teacher load.

Six Significant Areas

THE PREPARATION AND CONTINUING EDUCATION OF JUNIOR COLLEGE TEACHERS

JEREMIAH S. FINCH

A few years ago I asked my wife, who teaches second grade, what should go into an elementary school teacher's preparation. She looked at me, sighed, and said despairingly: "Oh—everything!" Probably only such a prescription would satisfy everyone concerned with the preparation of teachers of English in junior colleges. Would that we could dispose of the problem so easily. What follows is intended only to raise some questions and stir discussion, which at the least can help us to rearrange our own prejudices.

My qualifications for writing on the topic are like those Sir Winston Churchill attributed to himself when he recalled studying mathematics at Harrow. "At least" he said, "I brought the virtue of an open mind to the subject." I have never taught in a junior college. For many years I have had freshmen and sophomores in class and hoped that they were not thereby altered for the worse. In 1961–62 I spent a year with Mr. Conant in his study of the education of teachers, visited a good many campuses, and read far too many college catalogues. We were not addressing ourselves to the preparation of college teachers, but the experience may have some relevance, for my role was to examine particularly the general education that all future teachers supposedly receive, as well as their studies in English. We found, as you might expect, diversity of the widest range, both in general education and in English majors, at the graduate and undergraduate levels—so wide, in fact, that few generalizations were possible. I point this out to caution us against using terms like "major in English" or "broad background" as if they had any consistency of meaning in higher education in this country. We must assume, I believe, that almost all teachers of English in junior colleges will have come through undergraduate programs as they variously exist in American colleges and universities. It would be unrealistic to expect consistency in their college training, and it is unlikely that anything said or done at this conference will alter the state of affairs.

Similarly, it seems reasonable to suppose that, at least for the foreseeable future, junior college teachers of English will be drawn from all sorts of graduate programs—varied in intent, in extent, in substance, and in pattern. One cannot, in other words, discuss the preparation of teachers for junior colleges as if there were an identifiable group of producing institutions which might agree on some sort of optimum program.

Moreover, just as there is inevitably going to be great diversity in the total educational backgrounds of prospective junior college teachers, so there will be in their plans for future careers. Some will be on the road towards doctorates in English and to university teaching and research. Some will look to teaching in a four-year college. Even among those who expect to stay in junior college work, there will doubtless be a variety of interests, ranging from linguistics to remedial English—and who is to say that such interests may not shift as years go on?

Finally, the jobs they land in will vary as the autumn leaves, and the nature of the teaching responsibilities will be partly determined by the nature of the college: whether the students are in a terminal program or one leading to transfer to a four-year institution.

I suggest, then, that this discussion might profitably focus at the outset on the main lines of preparation that seem reasonable and necessary for any teacher of first or second year college English, whether such a teacher actually finds himself in a junior college, four-year college, or university. This is not to deny the obvious desirability of specialized training for the English teachers in the junior college. That will surely elicit much discussion, as it has elicited much discussion and filled many pages of print to date. It is, however, to deny the proposition (and this may evoke disagreement) that the junior college teacher's preparation should take a *completely* different form from the preparation for four-year college or university teaching. It is to deny, in short, that the preparation of the junior college teacher should be completely colored or tinctured deeply by the fact that he will be doing his teaching in a two-year institution. It is to say that while the pattern and methods of instruction in literature, in languages, and in composition may vary considerably according to the abilities and goals of the students, terminal and transfer, and the nature of the institution, the essential aims of the study of literature as a humane discipline, of the study of language, and of the study of speech and composition should not vary as the winds of educational fashions blow.

To give us something to shoot at, let me, in the remainder of this paper, try to set forth what seem to me the essentials—what should go into the education of a person who intends to teach English at the freshman or sophomore level. I do not specify his verbal or mathematical aptitude. I assume only that he is attending a reputable college, "accredited" or not, and is a reasonably intelligent and interested person, capable of qualifying for a bachelor's degree and subsequently a master's degree in English at a legitimate college or university. Let me imagine that he is beginning his sophomore year in college and has written me a letter asking me to specify what he should study in order to prepare himself to be a good teacher of English in a junior college. With all the confidence that ignorance bestows, I would reply as follows.

"First of all, regardless of what breadth requirements your college prescribes, I would urge you to study a foreign language to the point of proficiency, and mathematics at the college level for at least a year. You should have a year of a natural science, at least one course in ancient history, one in European, and one in English history. Unless you have done some debating, you had better have a year of speech. You should take a course in general psychology, and possibly educational psychology, but make sure that they don't overlap—as they frequently do. Devote at least a year's course to the study of philosophy, probably the history of philosophy, but a good course in Plato would take you a long way. By all means study elementary logic. You should have studied, either on your own or in courses, the masterpieces of world literature—the more the better. None of this will necessarily make you a better English teacher, but it will widen your horizons and start you on your way towards being an educated person—which an English teacher should be.

"For your English program, simply make sure that it includes the main periods and genres and the study of American and modern literature. Read the classical myths intensively, so that you really know them. Master the great books of the Bible. Get lots of practice in writing, and a course in advanced composition. I hope that your college offers at least a year of study in the structure and history of the English language, with some attention to grammar, both traditional and modern, and a view of linguistics. If it doesn't, this will have to be an important part of your M.A. work. Any undergraduate English program worth its salt should be tested by a comprehensive examination that requires not merely knowledge of literary history but some ability in critical analysis. If it is not required in your undergraduate major, seek out a master's degree program that involves some sort of comprehensive testing.

"The larger part of your M.A. studies will be further work in language and literature in some depth. If the program is a good one, you will be required to do a piece of research. Take this very seriously and learn all you can about the methods of investigating and of documenting in literary scholarship. Unless you have undergone some real discipline of this kind and had your paper subjected to severe scrutiny, you will be in no position to guide your students in their smaller efforts.

"Before beginning teaching you should have some actual experience, as an intern or teaching assistant, in a junior college situation, *with a skilled and experienced teacher to guide you.* If this is not available, you should try to get as much help as you can from other teachers. Some training in handling freshman composition and remedial work is essential, for you will surely encounter a good deal of this. Even if not, you ought to be familiar with the many complex problems involved that must be faced by junior college teachers each year.

"Be wary of just any course in 'methods.' Only in the hands of an extraordinary person can methods be taught separately and successfully. Methods divorced from the classroom are like the surgery that was taught from a podium in a lecture hall in the 16th century.

"While you may find a good course in the junior college, I'd suggest that you save that time in your M.A. schedule and devote it to more literature and language; but don't ignore the problem; read up on it on your own, attend conferences, and keep informed. This is, I think, a better way than lectures or classes. The field is changing so rapidly that what you learn in a given course may be obsolete before you have matured as a teacher.

"An important part of your preparation, sooner or later, must be a visit in England. With air travel at reduced rates this is now not impossible, even for teachers on modest salaries. Regard it as a necessary investment. The dividends will come in all your life.

"Later on, try to publish a paper or two—not to try to climb the MLA ladder, but to give yourself the challenge of having something to say to your peers, and to know the unrelenting demands of the printed page. In no other way can you get a just estimate of your own powers of discernment and expression.

"If you find that you respond to teaching in a junior college, you will probably very soon want some additional training to fit you better for the particular job you are in. This may be in remedial English, in language, in composition, in grammar, in guiding creative writing, in drama—who can predict what shortcomings you will discover as you go along? But some time devoted this way need not deter you from going on with other kinds of advanced study. Whether it leads to a Ph.D., whether it involves formal enrollment in courses, is less important than the continuing effort to become a better teacher and a better learner. If you are not yourself learning, you are not fit to teach others to learn.

"You should look on both your undergraduate and graduate training, not as a parcel of work that can be wrapped in diplomas and set aside, but as a beginning. The best test of your preparation as a teacher will be the momentum it sustains in your later life."

Such a letter as this, exhorting the future teacher of English in the junior college to do all the right things, is easy enough to write, but it does not offer much help to the harassed director of a graduate program. He would probably observe that when it comes to implementing such a program, actualities tend to make problems out of all suggested solutions. He would doubtless ask many questions.

In an already crowded fifth year how can time be found to give the future junior college teacher the several kinds of classroom experience he will need, under skilled supervision? Where is the best place, and what is the best way, of giving the future teacher some knowledge of tests and measurements, some experience in grading themes, some familiarity with various approaches to remedial English?

If it is believed that these things cannot be done adequately in courses and should be achieved through a properly designed teacher-induction program, how is the hard-pressed college going to justify the allocation of time and money for reduced teaching loads for the new teacher and for the experienced mentor? Could it be managed in summer institutes for teachers in junior colleges? If so, should the institute come before, or both before and after, the first year of teaching experience?

Should the preparation of teachers for a transfer curriculum be sharply differentiated from that for teachers in a terminal program? If one argues that it should, what about the strong probability that most two-year institutions will remain multipurpose? How can a fifth-year program, even under ideal conditions, possibly prepare the student for all the exigencies of handling the wide range of aptitudes and motivation that can be expected in junior college English classes—even within identifiable transfer or terminal groupings? Thus, is it folly to conceive of the preparation of teachers of English in junior colleges as a job that can largely be done before they begin their teaching? Is a flexible inservice program the only way? If so, should the design of such programs be left to the institutions themselves, or should there be a cooperative effort?

The list of questions could be lengthened considerably, but questions are only the beginning. This paper began with some assumptions about the "main lines" of preparation for a teacher of English in junior college, went on to prescribe in jaunty fashion a hypothetical program of undergraduate and graduate training on such lines, and then came up short with an array of difficulties apparent even to a person like the writer who is innocent of any real experience in junior college work. Yet in deciding what should go into the teacher's preparation, we cannot simply sigh and say, "Oh—everything!" Too much is at stake. As higher education expands rapidly in the United States, we must expect mounting problems, and there are surely problems in the important area of junior college teaching. This conference can help us to determine what is being done, and what can be done, to help solve them.

RELATION OF JUNIOR COLLEGE ENGLISH PROGRAMS TO HIGH SCHOOL PROGRAMS

Elizabeth S. White

Throughout the history of the United States, one major goal of our democratic society has been to provide as thorough an education as possible to the greatest number of citizens. Within the framework of accomplishing this goal can be found programs for vocational education, adult education, and job retraining, as well as the traditional academic programs long available through the senior high school years. As a tangible extension of the desire to make education available to the greatest possible numbers, the junior college has developed and has gained significant stature in the educational structure of our nation. "Nearly 435 public junior colleges are now operating, and new ones are starting at the rate of 20 to 25 per year. California already had 64 in 1957 and now has 76. New York has a rapidly growing system of community colleges. Significant new developments are occurring in the Midwest. State after state is passing enabling and funding legislation for community colleges. It is probably quite conservative to forecast 600 public junior colleges by 1970, enrolling 1.5 million students. Private junior colleges, too, are moving toward greater comprehensiveness in their educational programs, and their enrollments are increasing yearly. Perhaps the most phenomenal development in recent years is in Florida, where 22 junior colleges were planned, built, staffed, and put into operation between 1957 and 1962."[1]

Miami-Dade Junior College is one of this number. In a metropolitan area with a population of over a million, Miami-Dade opened its doors in the fall of 1960 with 1,500 students, 96 percent of whom were graduates of the Dade County Public Schools. In the fall of 1964, Miami-Dade enrolled over 6,00 freshmen with over 92 percent Dade County graduates. In the fall of 1965, a second campus will be opened at the opposite end of the fifty-mile-long county. As a result of this rapid growth, Dade County administrators and English teachers in the twenty senior high schools have become aware of the added opportunities the junior college has made available to high school graduates and the added responsibility the public schools must assume in preparing students for these opportunities.

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[1] Norman C. Harris, *Technical Education in the Junior College—New Programs for New Jobs* (Washington, D.C.: American Association of Junior Colleges 1964), p. 18.

Primarily, local experiences have served as the basis for this paper. In addition, experiences of educators in other heavily populated counties in Florida are represented.

In considering the relationship of junior college English programs to high school English programs, it seems advisable to focus attention on high school problems, junior college problems, and common problems. Such an approach inevitably raises questions for consideration.

High School Problems

Until recent years, most junior colleges could predict quite accurately the English preparation of their freshmen. With the rapid population growth at all levels of instruction, especially in grades 9 through 12, and with greater latitude in course planning now within the domain of many high school English departments, junior colleges can well wonder what kind of English training has taken place during the high school years. The high school teacher faces a dilemma: he is beset on one side by the rigidity of the traditional academic program and on the other by the obvious need to shape courses to satisfy the needs of widely differing students.

Through long and sometimes painful years, most high school faculties have come to realize that a single standard in English courses is unrealistic, that students of ranging abilities can benefit from courses specifically planned for them, and that the dignity of all students can be maintained in offerings on different levels of expectancy. Wide experimentation has taken place in ability grouping. One common plan involves basic classes for the less able, general classes for the large average group, and honors (often called college preparatory) for the more competent students. While this plan makes the range of abilities easier to deal with, it does not eliminate wide differences among students. Also, the plan does not always allow for the transfer of a student from one group to another when he shows evidence of having been improperly placed.

Another weakness in this approach is apparent when students who have been in general classes, often by their own choice, decide to go on to college. It is then that the students realize that they would have greatly profited from the experiences and challenges of an honors class. An even greater weakness is evident when basic students attend college and find that their type of English training has definitely not prepared them for college work. High school teachers are especially aware of such students' dilemmas when a junior college is located in the immediate geographical area. The problem of adequate preparation is diminished when high school graduates attend the state four-year institutions. In order to be admitted in Florida, for example, students must make a minimum raw score of 300 on the Florida State-Wide Twelfth Grade Test—in other words, score in the upper 40 percent of graduating seniors.

With junior colleges operating on an "open door" policy, high school teachers may well be perplexed concerning the nature of preparation for junior college programs. Because of a desire to prepare the prospective junior college freshman for his best performance in English, many high schools are giving consideration to several possibilities, all of which suggest questions:

1. Reducing teacher domination by providing opportunities for students to work independently in study centers, in the library, or to leave the school grounds if held responsible for completing assignments.
   How can the teacher and the students work out a joint responsibility for such a weaning process?
2. Operating on a more flexible schedule as students advance in the grades.
   What difficulties do students face in adjusting from a six- or seven-period day (often with extracurricular activities) to fifteen hours of class time a week and the additional responsibility of scheduling their own study and preparation time?
3. Providing more opportunities for developing independent study skills.
   What appreciable differences have junior colleges noticed between students who have been directed in independent study and those who have not?
4. Lengthening the grading period from six to nine weeks in an effort to help students adjust to trimester or semester grading in the junior college.
   What inherent dangers, if any, are present when long grading periods are used?
5. Indicating on the high school transcript the ability of students by using such terms as "basic," "general," or "honors."
   If such labels are used, how will students' placement and/or progress be affected?
6. Acquiring junior college courses of study.
   To what extent is it desirable to familiarize students with junior college courses?
7. Covering the same literary selections which the students will study in junior college.

If this practice is followed, how should the material be covered? If it is not, what preparation should the students have for the junior college study of literature?

8. Providing corrective reading programs.

   If the high school follows the practice of giving direct reading instruction to those needing it, how is the time taken from other aspects of English instruction ever to be regained sufficiently by students to enable them to succeed in junior college where they will be expected to perform satisfactorily in all phases of English?

Several plans are in effect in Dade County.[2] In some schools where many students are handicapped in reading, an ungraded program has been developed. Enrollment in the program is determined primarily by reading scores, but teacher judgment also plays an important role. The students meet in large groups for instruction of a general nature and are divided into small groups of approximately fifteen for individual attention in reading, writing, and speaking. In one school, of the 387 students identified for the program, 358 volunteered to participate. In addition to the expected growth in English skills, almost immediate improvement has been noted in behavior patterns among students who had been discipline problems.

9. Encouraging teachers to move away from total dependence upon textbooks.

   When this occurs, what types of materials should be used? What methods should be employed?

10. Giving direct attention to rhetoric as subject matter as well as giving attention to skills.

    To what extent should the principles of rhetoric, semantics, and logic guide the teaching of high school writing?

11. Providing opportunity for students to prepare research (or investigative) papers.

    Is it possible to agree on the scope and nature of such writing experience?

There seem to be widely differing opinions on the value of the research paper in the high school. Some schools are of the opinion that college instructors prefer that the high schools not teach the research paper, that college would rather make the presentation as fresh material. Other high schools are of the opinion that college teachers prefer that the students have prior knowledge of the tools needed to prepare the research paper.

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[2] Following several of the questions, representative programs have been described to serve as background.

12. Limiting student experiences in writing (fiction, drama, and poetry) to elective courses in order to stress expository and argumentative writing in the required courses.

    What should be the balance in high school courses among types of written composition?

13. De-emphasizing the teaching of traditional grammar as a basis for the effective manipulation of the language and encouraging teachers to apply linguistic principles to the teaching of the language.

    Can less time be given to traditional grammar, and exercises connected with it, so as to allow more time for a broad language program drawing upon material from modern linguistics? How can some teachers be weaned from their great faith in traditional grammar?

14. Alerting students to the need for occupational values and competencies in areas other than the professions and business.

    Is this the responsibility of English teachers, or should it be a unique guidance function?

15. Giving students more opportunities to express their frank opinions and honest appraisals.

    Of what value would this practice be in helping students to react more critically and analytically to junior college literature?

16. Stressing inquiry rather than acquisition of facts.

    Is there an overemphasis on the acquisition of knowledge with a resultant limitation of appreciation for knowledge? Are high school English teachers sufficiently emphasizing the importance of ideas and relationships?

17. Helping students develop critical sensitivity and discrimination in the use of mass media.

    What guidelines, most suitable for the high school, may be extended on the junior college level?

18. Supporting the presentation of English instruction through the humanities approach.

    How can this approach facilitate students in adjusting to junior college instruction?

19. Encouraging able students to take the Advanced Placement Examination of the College Entrance Examination Board.

    How will the prospective junior college student benefit from satisfactory performance on the Advanced Placement Examination?

Junior College Problems

Since most junior college students begin their advanced education immediately following graduation from high school, senior high school English teachers are concerned with the philosophy and nature of the junior college courses. Most of the concerns center upon course content and methodology. Some of the points of greatest concern to high school teachers are reflected in the following questions:

1. What are the primary objectives of the junior college English program? Are objectives stated in terms of measurable student achievement?
2. Is there a discernible divergence in the first-year offerings in various junior colleges? Do some offerings seem to be based on communication only, while others seem to be heavy in literature, and still others place emphasis on speech? Has a successful pattern been developed?
3. How can the junior college insure placement of students in English courses where they can achieve success? What provisions are necessary for pretesting students in reading and writing skills as a basis for grouping?
4. How can the junior college, in the light of its heterogeneity, provide for the personal adjustment as well as the academic training of its students? How can such factors as age, socioeconomic background, range and types of abilities, and educational and vocational goals be taken into consideration?
5. How extensively can the junior colleges be guided by a philosophy that encourages acceptance of students who have definite goals in mind but who have failed to achieve satisfactorily in high school?
6. How can the junior college realistically recognize the caliber of its students and not dream of a student body of intellectuals? To what extent should junior colleges offer remedial courses and subsequent provision for nontransferable credit for students who lack competency in reading and composition? In dealing with less able students, what is the feasibility of withholding permission to enroll in freshman English, with the provision that freshman English may be taken during their second year, pending removal

from probationary status, thus providing for the possibility of transfer of credit?

7. What is desirable linguistic training? Where in the junior college curriculum should such instruction be given?
8. Has the use of the lecture method been carefully evaluated? Are less competent students conditioned to this type of instruction and able to profit from it when it is emphasized?
9. Are students expected to read difficult books with little or no preliminary direction? How much direction is advisable?
10. Are students required to read an unrealistic number of major literary works? In making reading assignments, how much consideration should be given to the abilities of students?
11. How can junior college teachers best evaluate quality in student writing? In the matter of overall effect in a theme as opposed to specific points of emphasis, to what degree should students be informed in advance of grading procedures? How effective are severe critical comments from teachers?
12. Is too much administrative pressure being put upon junior college teachers to write and publish? Are some junior college teachers so engrossed in writing and publishing that they tend to lose personal contact with students?
13. How can junior colleges best advise students of their achievement as a course progresses? To what extent are progress reports and individual conferences desirable in keeping students informed? Is there a general student reaction against not knowing their progress until a course is completed?
14. How can the junior college make available to feeder high schools information concerning student achievement?

Common Problems

With the improvement of instruction as their primary goal, the high school and the junior college must attach first importance to high quality teaching. In an effort to achieve effectiveness of instruction, it appears that both institutions may profitably devote attention to some of these problems.

How can the junior college and the high school:

1. Exercise creativity in determining the curriculum most useful to local students and exhibit the courage to offer appropriate courses

which may not be in keeping with long-standing educational traditions? How can both institutions provide variations in types of courses so that provision may be made for individual differences among students?

2. Help teachers to strengthen themselves in areas in which they may be inadequately prepared?

   How can opportunities through NDEA be provided for the further professional training of teachers? Can the junior college and the high school work together in offering opportunities for extending the training and experiences of teachers?

3. Establish a closer working relationship?
   - a. Would the 6–4–4 plan rather than the 6–3–3–2 plan serve as a basis for more effective relationships? Would the 6–4–4 plan tend to improve guidance services, provide for a more flexible curriculum, and/or help to keep students in school for longer periods of time?
   - b. Which facilitates closer, cooperative working relationships—the high school and junior college serving as a part of a local public school system or both institutions operating independently?
   - c. How can course offerings be articulated so that planned progress in learning can be insured? How can repetitious courses or serious gaps in instruction be avoided?

In several of the counties in Florida, junior college teachers join local councils of teachers of English, attend meetings, participate in annual workshop programs, act as leaders in group discussions, and serve on panels with high school teachers. Conferences of the Florida Council of Teachers of English have included discussion by junior college and high school teachers on various phases of their programs. The National Council of Teachers of English has brought together teachers of both levels. In Dade County, the head of the English Department at the Miami-Dade Junior College attends all meetings of senior high school English department heads and is frequently accompanied by members of his department. Each year, one of the regularly scheduled meetings of high school English department heads is held on the junior college campus. Teachers from both levels feel free to visit each other's classes. Junior college teachers have attended some of the monthly English department meetings in individual high schools where a valuable exchange of experiences has taken place.

4. Assess student reactions regarding experience in both institutions? How much credence can be given to student reactions?

It is to be expected that student reaction to instruction, past or present, will be subjective—to some degree. There is frequently a temptation for teachers to place great importance upon and to draw conclusions from isolated student reactions. If a representative sampling of students' reactions to instruction were used as a basis for evaluating the effectiveness of both the high school and the junior college English programs, would improved instruction result? What type of evaluative instrument would reveal strengths and weaknesses at both levels?

High schools are cognizant of the cultural and economic contributions junior colleges are making to local communities. The almost fantastic development of the junior college during the past twenty years is providing for the democratization of higher education. Advanced education is being extended to greatly increased numbers of high school graduates. Through the opportunities offered by the junior colleges, many of the barriers to continued education have been eliminated. With these barriers removed, high school English teachers are eager to work with junior college English teachers in building programs which will achieve our mutual goal—the better preparation of knowledgeable, communicative citizens.

RELATION OF JUNIOR COLLEGE ENGLISH PROGRAMS TO FOUR-YEAR COLLEGES AND UNIVERSITIES

W. O. S. SUTHERLAND, JR.

This paper is an attempt to delineate rather than solve the problem of the relation of junior college English programs to four-year college programs. Perhaps it is proper to remind everyone at the outset that our discussion, not being an island unto itself, is very much affected by two main questions: What is English? and What is the responsibility of one educational institution to another? The first is a swampy section of the continent which seems to swallow up those who set out to explore it. The second question, though increasingly important, is one that does not get so much discussion. Perhaps we are afraid of the answer.

I

The subject, the relation of junior college English programs to four-year college English programs, seems to divide logically into three inevitably overlapping areas of discussion. We can deal with these areas through three questions: (1) Given the purposes and curriculum of the junior colleges and senior colleges, to what extent is it desirable that there be a conscious effort to relate the English program of one to another? (2) Assuming that it is desirable to have some relationship, to what extent is coordination possible? (3) Finally, how could such coordination or relationship be implemented? Obviously each question is complicated by the variety of educational institutions that may legitimately claim to be junior or senior colleges.

1) In a national sense, junior colleges have taken upon themselves, sometimes perhaps unwillingly, four rather different educational purposes. First, the junior college takes the candidate for the baccalaureate and gives him up to one half of his college education. Second, it takes the student—often an inferior student—who only wants a "little" education and keeps him one or two years. Third, the junior college, in many instances, has added a technical curriculum to its offerings. Students come with the express purpose of learning a trade or of making themselves proficient in accounting or the operation of business machines. Fourth, many junior colleges have assumed the responsibility in their communities for adult education. English departments often play an important role here, since there are demands for courses in reading and

reading improvement, English as a second language, composition, as well as the more literary lectures and discussion groups on topics like the great books and modern novels.

If one is willing to believe their catalogues, senior colleges are somewhat more uniform in their purposes. If we take the term "relation" in our topic to mean that there should be some coincidence in the first and second year programs of junior and senior colleges, then the senior colleges do represent, as far as purpose is concerned, something of a consensus—however incredible the English program of a particular institution may be. The two purposes almost all schools have in common are to introduce the student to the study of literature and to teach him to write expository essays. Most schools attempt to teach the student to read difficult expository prose. A growing number of schools include some instruction in the language. Traditionally the schools with a twelve-hour requirement teach composition and expository prose the first year and literature the second. Schools with six-hour requirements may include expository prose, but almost always the study of literature is the primary topic. Although engineering and scientific departments sometimes upset the pattern by reducing requirements for their students or by obtaining specialized courses such as engineering writing in lieu of literature, most college faculties assume that all students require the same basic English instruction. In considering the desirability of relating these two courses, we should ask whether junior college students also require the same basic instruction and whether that instruction should be the same as that required of candidates for the A.B. or B.S.

If we interpret the term "relation" in the topic to mean continuity of programs; that is, whether the student who transfers with sixty semester hours credit can move into the English programs of the four-year college, we have a somewhat different problem. English programs beyond the second year usually consist of the regular English major program, the program which leads to a teaching certificate in English (which may or may not differ from the regular program), the honors program, and interdisciplinary programs of which English is a part. In most schools the junior college student can expect to go into any of the programs except the honors program. Clearly, unless his preparation is as good as that of the students who have taken their first two years in the four-year college, the transfer student is at what may well be a mortal disadvantage.

This first question—To what extent is it desirable that the junior and senior colleges coordinate or in some way relate their programs?—is stated generally and theoretically. Its answer has important implications for the curriculum of the junior college. The conclusion of the senior colleges that all educated (baccalaureate) citizens should have a minimum proficiency in reading and writing as well as a reasonable knowledge of their literature and perhaps language seems unassailable. But when the junior colleges discuss the needs of all educated (certificate) citizens, the logical cement of this conclusion seems somehow dissolved and loosened by special circumstance and practical considerations. Should it be?

2) Is coordination between the junior and senior colleges really possible? Although there is a consensus among senior colleges as to purpose, the actual content of the courses may vary from drill book and diagram in one school to freshman English through the Jacobean dramatists in another. Assuming that a particular junior college is willing to surrender itself to coordination, to whom should it capitulate? Should it select, as sound pedagogy, to model itself upon the school which has the best English program that it can find or that it can find in its area? There are advantages and pitfalls both in this decision. Should it select, as a practical decision, to model itself upon the school which takes most of its graduates? There are certain practical reasons for this course of action, though here again there are hazards. Or should the junior college, making sure its breastplate is secure, make its decisions independently of the four-year colleges, deciding that coordination in the sense of duplication of course content is not so important as stating levels of achievement and requiring the students to reach them.

A consideration of these sharply contrasting alternatives makes very clear the difficulties that coordinating, cooperating, or relating entails. There is on the one hand a threat to the intellectual integrity of the faculty and on the other the possible disadvantage the student transferring into the four-year college will suffer.

This area of discussion should not omit the matter of coordinating standards between the junior and senior colleges. It is easier to find out what is taught in a course than to find out what standards are imposed. This is a joint responsibility of the junior and senior colleges, though the main burden must lie with the senior college. How these standards can be stated is an important question. Whether many of the junior colleges are willing or able to enforce the standards of better four-year colleges is also a question that bears upon the possibility of coordination. All of us know junior colleges that are doing a much better job than the four-year institutions where the students get "higher" learning. But we have also heard of junior colleges in which our faith is more limited. Often these faculties do not seem aware of any failure. What possibilities does cooperation have here?

The first question, though stated last for emphasis, is on what terms would a relation between the programs of the junior and senior colleges be established? Would the faculties be on equal terms, or would all the "give" come from the junior colleges? To what extent is a good program possible under these circumstances? The senior colleges assume that they are moving constantly toward the Good, but those being pushed about may doubt it. Pressure, on the other hand, may be a salutary influence. Doubtless in many cases it exists whether it is formally recognized or not.

3) Assuming that some sort of relationship is desirable, how could it be implemented?

Is the concern for the relationship between the English programs of the junior and senior colleges, a concern obviously felt at this conference, one that is shared by the English departments at home? What kinds of information should be sent from the senior college to the junior college? It would be just as important, apparently, for the senior college to be informed of students' previous records. What sort of information would it need? Should this information include records of students; e.g., students that might be eligible for an honors program? How can a knowledge of standards be communicated?

Should an English department make itself responsible for informing the junior college English department about the performance of the junior college's transfers? This means a good deal of trouble, but how else could standards be compared?

Some sort of standard exit test over reading, composition, literature, and perhaps language, taken at the end of the sophomore year, would make a good measure of student and college performance, provided the four-year colleges required their students to take it.

The English departments of the junior and senior colleges could begin to work together on a modest scale, though such a program would require the cooperation of the best of the senior colleges. Work of this sort is not well rewarded by such institutions, and this program might for that reason be very vulnerable. Certainly the faculties of both schools should meet as equals. Cooperation might have a better chance of persisting beyond the first year if some sort of formal organization were established.

II

Any practical discussion of the relationship of English programs between schools is in danger of reaching an impasse by the general lack of agreement upon the content of the freshman and sophomore courses. Nor is this a problem that can be postponed. A national conference might make recommendations, but it is doubtful that many schools would accept them. Since junior colleges usually send their students to a limited number of senior colleges, and senior colleges are fed—often—by the same junior colleges year after year, it would probably be better to work for some sort of consensus on a limited geographical level. There would not be much danger of complete agreement, but that might not really be necessary to accomplish some coordination.

Two alternatives would be open to any conference. One would be to attempt to bring the curriculum of the schools into some agreement. The question of whether language study should be included in the freshman course, the kind of study, and even the time at which it should be begun might be matters that could be agreed upon. The question of whether literature should be included in the freshman course and what kind and at what point would be another question that might be agreed upon. In spite of discussions about emphasis and approach in composition, there are areas about which agreement could be reached.

The other alternative would be to attempt to state objectives and standards clearly and precisely without prescribing the curriculum by which they might be achieved. These could be stated in general terms, though perhaps it would be better to demonstrate them. Many colleges have distributed graded themes, demonstrating the kind of subject that is assigned, levels of performance, and comments by instructors. The Commission on English End-of-Year Examinations are very valuable for the same reason. An exit test which covered several fields and was graded nationally would be even more complete, though it might introduce new hazards.

The attempt to decide what the lower division courses should be like or should accomplish raises very sharply the question of whether the faculty of an institution is responsible only to itself or whether two colleges that jointly educate a number of students have the responsibility of communicating with one another. Statistics vary from one school to another, but some English departments do not see as many as half their majors until the junior year. The quality of their graduates is inevitably affected by their freshman and sophomore courses and teachers.

The structure of higher education with discrete departments and discrete institutions as executive units, our concept of freedom in the classroom, and our peculiar system of faculty rewards and punishments all work against a school's feeling much responsibility toward an alien group. But the new mobility of students requires a reexamination of old attitudes.

All these problems have a new urgency. The problems of curriculum within the junior college, for example, are being forced to a crisis by more stringent entrance policies and by limitation of enrollment on the part of the senior colleges as well as the high cost of maintaining a student in a college away from home. Many senior colleges are not aware of the consequences of their enrollment policies upon other institutions, nor even much aware that often the student they refuse as a freshman returns as a junior. But it should be clear to the most casual observer that junior colleges have assumed a significant role in higher education and that their role in the future will be even more important.

III

I have written this paper primarily to raise questions, not to indicate my opinion. In line with the term "position paper," however, I would like to express one point of view which is both theoretical and practical and seems to me to be very important.

Whenever junior colleges work with senior colleges they are placed in a rather delicate position. The senior college for several reasons tends to dominate the relationship. Aside from any personal or psychological reasons, the junior colleges have given hostages to fortune, and very naturally they do not want their former students to suffer. As a teacher in a senior college, though, I would like to argue that this domination is a bad thing. Potentially the academic integrity of the junior college is at stake, for the ultimate form of cooperation is for the junior college to teach the same course the senior college teaches.

But attempts at duplication, if they are no more than that, almost always fail. The best sort of curriculum grows out of the thought, imagination, and intellectual resources of the faculty itself. The faculty should be humble, listening to others with an open mind. Concessions can be made to practical considerations, if they seem desirable. But the courses in any institution should be ones which the faculty has achieved, not syllabi passed out.

ENGLISH COURSES FOR ADULTS AND COMMUNITY SERVICES

AILEEN CREIGHTON

Facts
Questions } . . . about . . . {
Problems

technical courses
creative arts courses
television instruction
English as a second language
other . . . ?

> Go to, boy. The world is yours. Nothing is done, nothing is known. The greatest poem isn't written, the best railroad isn't built yet, the perfect state hasn't been thought of. Everything remains to be done—right, everything.
>
> —*The Autobiography of Lincoln Steffens* (1931).

The fact that the December educational supplement of *Saturday Review* presents a special feature on the junior college is an indication of the new attention we are receiving of late. "The two-year college, long scorned stepchild of higher education, appears to be coming into its own," announces Frank P. Merlo in the lead article, entitled "The Burgeoning of the Community College."[1]

The burgeoning which Mr. Merlo documents has so far seemed to manifest itself chiefly in increasing enrollments in the college-transfer, academic divisions of junior colleges. Whether a parallel blossoming will occur in adult education and special community service courses remains to be seen, though there is reason to suppose it will. On every side the two-year colleges are being urged to expand their lagging technical-vocational offerings, and for good reason. Alternatives must be provided for students who fail the academic courses and drop out of degree programs. Courses to retrain adults displaced by automation will increasingly be needed. Creative and recreational courses may also soon come to have a larger place than ever before, since increased leisure time is predicted as a natural feature of life in the decades ahead. The community college, if it rises to the challenge, may indeed become indispensable to our society and, as Edmund J. Gleazer hopes, "an institution in its own right—a new kind of college, standing between the high school and the university, offering broad programs of experience of value in and of themselves, neither post-high school as such nor precollege as such."[2]

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[1] Frank P. Merlo, "The Burgeoning of the Community College," *Saturday Review*, December 19, 1964, p. 50.

[2] Edmund J. Gleazer, *Saturday Review*, December 19, 1964, p. 55.

It is the business of our section of this conference to study the community service functions of this new kind of college—precisely that aspect of it which makes it "new." It would be helpful to have a general picture, a summary description of the programs now in operation in the 500 two-year public colleges in the nation. Hopefully, a study of this kind will eventually be made. Meanwhile, since my paper, according to Mr. Squire, is intended "to present the first word rather than the last" upon our topic, I shall resort to describing the adult and community service features in the only college I know very much about —namely, Del Mar College in Corpus Christi, Texas.

The whole, overall program of operations in our school is quite diverse, so much so in fact that those of us teaching in the regular academic day school have not the foggiest idea what is going on in the various branches of our own institution. The core of our school is, I suppose, the academic day college, with a student body of about 2,000, a faculty of about 90, and a respectable range of university-parallel, fully accredited, college-transfer courses.

A. Credit Courses for Adults

What courses do we offer for adults at Del Mar? Various ones, of course, but the ones that some 900 adults took in evening school last year were the academic, college-transfer courses. By simply arranging for some sections of our day school courses to be scheduled in time slots between 6:40 p.m. and 10:00 p.m., we make almost our entire list of academic courses available in the evening.

This constitutes one part of our adult education program. We call it the Extended Day School. It meets the needs of people who want to work toward degrees. A goodly number of such people exist, and they are of varying ages and situations. Two examples will suffice, however, to indicate why a program like this is a valid and useful service which a local college can render to the community.

Consider the young person, boy or girl, recently graduated from high school but forced to postpone college until he can earn some money. In our evening school he can complete two or possibly three courses each semester and continue with his job, although he will need drive, self-discipline, health, and brainpower. Many who launch out bravely in September soon go under. But many also make it through. They may not get all the richness there is to be got from a given course, but they make it. The best know what they are missing, but they accept their circumstances. Some of the people I have known in night school are the salt of the earth. If federal scholarship money ever gets used to help their kind, it will be well spent.

Consider next a particular kind of girl or young woman who is a not uncommon type of evening school student. She will have ranked in the top percent of her graduating class, she likes to read, she likes school. But she married immediately after graduation. Now she is caught up with household and babies and living on a shoestring as young couples have to. She begins to think about possibly working toward a degree so that she can get a job as a teacher when the children are older. So she comes to Del Mar two nights a week and begins to lay by credits, even though she cannot at the moment make any clear plan whereby to accomplish the whole four-year baccalaureate program. Wisely, she just takes the courses, content to wait and see whether some break may come.

These two examples represent two types of adults who patronize our evening school. Our program of transfer-credit courses is not so appropriate, however, for adults who have no interest in getting degrees but merely wish courses for self-development. Many such persons, young and old, do find among the offerings subjects that they want to take—literature or creative writing or art, psychology perhaps, or other courses of special or cultural interest. And they often find that the tension of working in earnest, as if the credit were vital, even adds a certain zest to the whole enterprise. It seems a pity, however, that nothing attractive to them can find its way into the long list of noncredit courses which we offer (these will be discussed a little bit later).

Our credit courses are even less suitable for a fairly large number of adults of yet another type. In English this is particularly true of freshman English. People of quite varied abilities, ages, purposes, needs, and proficiencies somehow land together in evening school English 601a. A laborer who has suddenly decided to go to college because he hears that only the educated man can get ahead comes to the registration table and asks for—well, what is the one course that he can be sure is absolutely required? English 601a, of course. A young salesman seeks a course to teach him "grammar" so that he can be, presumably, more persuasive: what else but 601a? A petroleum engineer with a fresh B.S., helpless before the report writing his job demands, remembers freshman English: why not take it again? An exquisitely educated medical doctor from Argentina, in residence for a year at a local hospital, wants a course to polish his conversational English: what more plausible than something described as the "beginning course"? One consequence of such heterogeneity is an impossible and maddening teaching situation. Another consequence is failure and disappointment for the enrollee. Surely no course can be all things to all people. The attrition rate in evening school freshman English is appalling.

Besides the somewhat extreme examples which I have cited, there is the familiar and ever present problem of the hopelessly deficient and the marginal students who confront us in such large numbers in freshman English. We may expect their tribe to increase, I fear, despite the revolution reported to be now going on in the teaching of high school English. As increasing numbers of students flow into our campuses, more of the can't learns and won't learns and don't learns will come. The problem may well be most acute in evening school English, for whatever miracles the high schools achieve, the generations that have already gone out will not be affected.

This problem of the marginal student is by no means a problem affecting the two-year college only, but it is especially ours to grapple with for two reasons: we are not likely to abandon our open door admission policy (in my opinion we *should* not), and we are in many ways the institution best situated to do something with it.

One solution many colleges have tried is remedial English. We have thought that, by grouping together in special sections the most dismally ill-prepared and unable students, we could plan a course whose content and strategy could be addressed to their needs. I believe wholeheartedly that this is a perfectly sound response to the baffling problem. Our remedial English hasn't worked very well, it is true. It didn't remedy very much or very many. But the thing to do is not to eliminate it but to remake it, I think—to exercise ourselves at finding how to make it more effective and less costly. Research may soon tell us how to know whether the weak students we gather together will profit best from intensive work in vocabulary and developmental reading, or from composition work, or both. Certainly it is not grammar that they need, not more workbook drills—this much has long since been demonstrated.

I think hope lies also in more extensive use of various self-tutoring materials now on the market. I can imagine a room, equipped as a sort of laboratory, with tape recorders and individual earphones to allow students to work individually with taped drills in phonetics, pronunciation, spelling, vocabularly; sets of programed materials (carefully selected ones!) and some teaching machines would be available, to allow each individual to "teach" himself the particular matter that diagnostic testing had revealed him weak in. Teaching assistants to manage the laboratory would free the teacher for conferring, discussing, going over a student's writing with him—in short, helping him on those matters that are most important, matters of content, thought, reasoning. Overhead projectors and prepared transparencies—indeed, any imaginable sort of visual aid—should be brought in for what they would contribute to making our remedial English do a better job of "remedying." I shall mention later the possibility of several noncredit, short-term courses, each focusing intensively upon very specific matters, including a course or courses in reading. If we cannot have remedial English in the academic program, we might shift it to the noncredit division.

In considering the remedial course, junior colleges should never forget, it seems to me, that removing the hopelessly incapable students from the regular, university-parallel freshman English protects the quality of the regular course. We will be doing society no favor if we reduce our ordinary students to a watered-down English course.

Behind the perplexities that cluster around English 601a is what someone has called "the sticky terminal *vs.* transfer problem"—that is, the simple, often demonstrated fact of life that even low and marginal students prefer to enroll in college credit, transfer courses, whether they can pass them or not. I do not know the solution. Perhaps there is none. But when an evening school student, an adult, who thinks he wants a transfer-credit course discovers after trial that he cannot do the work, then someone needs to be at hand to discuss alternatives with him, perhaps to call his attention to possibilities in the vocational school. The difficulty is to have the right person "at hand" at the right moment. A large staff of counsellors is clearly a necessity. But English teachers might be of some help too, at least to the extent of putting the failing student in English 601a in touch with a counsellor.

B. Noncredit and Special Courses

Besides the evening school academic courses just described, Del Mar has an entirely separate Division of Adult and Special Education. Under the auspices of this division, we give a host of miscellaneous noncredit evening courses, courses that begin a week or two after the close of academic registration and run for two weeks, ten weeks, fifteen weeks—for any interval that suffices for the content. Among the miscellany of such courses now in progress, there are several in English, or in aspects of English. High school level courses include Basic English Grammar, Spelling and Phonetics, Remedial Reading. These meet for one session a week for two hours, run for thirteen weeks, and cost the student $16.00 per course. In the cluster of business and secretarial courses we again offer Spelling, Phonetics, and Vocabulary, as well as three sections of Business English. Recently, we have added to our offerings two classes in Conversational English, one open to persons who speak little or no English and one for those persons who "speak English but have the desire and need to speak better English," in the words of the catalogue.

We also have classes in Citizenship, open to aliens and persons who read, write, and speak very little English. These classes are especially designed to prepare aliens for the naturalization examination. They meet twice a week, and the tuition charge is $3.00 a month.

Oddly enough, except for a long list of business and secretarial courses, plus four courses in data processing, and a course in Petroleum Drafting, none of the noncredit offerings in this adult division are of a vocational bent. All are in the direction of self-improvement (especially in English) or of recreation (art, creative writing, flower arrangement) and hobbies. One explanation is that our vocational and trade courses are offered on a different campus and under the direction of the Technical Institute. Nevertheless, insomuch as the 100 adult education offerings are responses to client-initiated demands, the implications are interesting.

The academic English department has nothing at all to do with the English courses offered in the Adult Education division. I have interested myself in them in recent weeks, however, partly out of curiosity and partly out of envy. It has occurred to me that occasionally some especially hopeless student might be counseled out of an academic English course in night school and into one of these, or that he might at least be urged to take, say, the Spelling and Phonetics on the side until he shows improvement. A second idea has also occurred to me—that, with some careful planning and care in selecting teachers, a respectable course in English might be worked up which would be a partial answer to the problem of remedial training: perhaps the English department might usefully exploit this already established pattern of the noncredit course.

I observed earlier that oftentimes adults who are seeking simply self-improvement or culturally interesting courses surprise us by registering for the academic transfer-credit courses. There would seem to be at least three problems here:

1. It is hard to get the information abroad that *any* course will be offered in the noncredit division if it is requested by ten people and if a qualified instructor can be found. In fact, many students are not even aware that there *is* a noncredit division. So—publicity is needed, persistent, unflagging, year in and year out.
2. The academic courses have greater prestige. They are thought of as harder, hence challenging. Besides, strong courses, cultural courses offered in the noncredit division get lost in the long list; they are overlooked. Obviously, listing them in a separate category would be a simple step.

3. A larger number of courses of intellectual and creative content should be added! And they should be widely publicized, through every medium.

The individual who directs an adult education program in the burgeoning community college of the future will obviously have to be a person of extraordinary powers. The least that a college can do is to see to it that he is given *time* to do his tremendous job and has the help of a staff of competent assistants.

C. *Vocational and Technical Courses*

Vocational and technical courses—and these are directly aimed at being service courses for the community—are offered in the Technical Institute, a separate branch of Del Mar College, on a separate campus. Its division of technology and engineering offers two-year programs in six fields. Its other division—vocational education—offers various types of vocational training courses, including vocational nursing, retailing, trades and industry courses, trade and industry extension classes, and restaurant management.

A six-hour course in freshman English, with the focus upon expository writing and reading, is required in all of the six technology curricula and in certain of the vocational courses (vocational nursing, restaurant management). It differs from the transfer-credit freshman English in that the reading textbook is an anthology of articles on scientific and technological subjects and the writing is similarly oriented. The second semester deals with writing technical reports.

The chief problem in connection with the Technical Institute English is the same that plagues us elsewhere: too many of the students are unable to do the work required. Surprisingly, however, the lack of background and preparation is not more conspicuous here than among the students in the academic division.

A question might properly be raised as to whether some contact with literature ought not to be provided in the technical student's program. The boys who complete these curricula have intelligence and drive sufficient to carry them through difficult courses in advanced mathematics, electronics or chemical analysis, and the like. Yet six hours in American government and six hours of American history taken on the academic campus are their only taste of the humanities. It might be argued that at least three hours of literature should be included in their programs. The rejoinder would be that their two-year program is already so crowded that it stretches into two and one half years for three of the curricula. I need no persuasion that, especially for technologists on a starvation diet in the humanities, involvement with great books brings insight, sensitivity, perspective, and other invaluable rewards. I know that these young men should be prepared not only for their places as skilled workers but also for their roles as fathers, husbands, citizens. And yet, a brief three-hour literature course, probably to be wedged in in a six-weeks summer term—would genuine personal enrichment really be the result?

As English teachers we might try to clarify our position on this recurring question. Obviously, community colleges are going to move toward a wider range of vocational programs than they now have. Expansion in this branch seems almost certain. How essential is English in such programs? How much is enough? Suppose a gifted commercial art student cannot pass the required English, what is the solution? We believe that humane studies are good—for almost all students. And we believe that moderate control over one's written and spoken language is essential—to almost anybody. But when, and for which groups, should the English requirement be dropped?

I here conclude this description of the three types of adult and community service courses in one Texas community college. A statistical head count, with duplicates eliminated, shows that last year something over 8,000 different individuals were in contact with Del Mar College as students in some course or training class. One is led to wonder whether our 2,000 academic day school students constitute, after all, the core of our college! What our best contribution is to our community I would not pretend to say, but I certainly do not share the attitude of those critics who deplore the multiple and sometimes odd peripheral activities which are part of the total operation of a community institution such as this. I can testify that the assorted noncredit offerings have no adverse effect upon the academic program, for they are not connected with it. Both these and our technical-vocational courses need to develop, not to be cut back. I think there is one possible caution: the directors of such an institution must continue to keep watch over the proportioning and ordering of different facets of the whole, lest a valuable program be pushed out by the trivial. Administrative burdens, already heavy, will be tremendous in the years ahead. The whole sprawling complexity of the diverse functions of the "new" institution staggers the mind. Perhaps the shape and structure that will emerge cannot even be imagined yet. Everything is still to be done.

ENGLISH PROGRAMS FOR TRANSFER STUDENTS

THOMAS L. BARTON

This group has been asked to review the problems of Junior College "English Programs for Transfer Students." Although on the surface there seem not to be clear-cut differences between this topic and that of the group considering the "Relation of Junior College English Programs to Four-Year Colleges and Universities," it is possible to consider in more depth some of the specific problems of instruction, curriculum development, research, placement, and staffing, as well as the more traditional concern of articulation.

Several generalizations are possible at the outset:

1. More and more junior colleges are being created to handle the increase in the college-age student population.

2. Many state colleges and universities are continuing to raise their freshman entrance standards—providing an even greater number of junior college freshman enrollees.

3. Because both of the above conditions exist, the junior colleges are enrolling a greater number of potential transfer students.

4. As enrollments at the college level increase, staffing problems increase across the total spectrum, but they seem more acute at the junior college level for a number of reasons: lack of specific training for junior college teaching, status, salaries, teaching load, etc.

5. The state colleges and universities are increasing pressure on the student to complete two full years in the junior college before transferring to the four-year institution, thereby placing increased demands on junior college English departments to provide more sophomore course offerings.

6. Most four-year institutions have eliminated subfreshman-level English courses, forcing potential four-year students to enroll in junior colleges where it is possible not only to make up deficiencies but to commence college-level course work as well.

I. Freshman Composition

Clearly, the one course which is universal and involves the greatest number of students and instructors is the freshman composition sequence. It also is clear that this sequence provides the greatest number of problems as well. Some of these problems should be considered in depth.

A. *Placement*

Some screening device for student placement in the college-level composition sequence is mandatory in junior colleges. As long as the typical junior college accepts all who desire to enroll, too broad a range of abilities exists to attempt placement in a single course. In Washington state twenty-three colleges and universities require that entering students complete the Washington Pre-College Test prior to registration. This test provides grade predictions in some thirty-three curriculum areas based upon performance in the test itself and upon high school performance as shown by high school grades in six main grade areas. In addition to these predicted grades, an English Selection Score is provided. This score is made up of high school grades and a composite of test performance data including grammar usage, diction, word choice, vocabulary, spelling, and reading speed and comprehension. It is this score which is used by most colleges in the state for English placement purposes. Each year a few students at our college demonstrate abilities either greater or lesser than suggested by the selection score; these students are resectioned during the first week of the quarter on the basis of diagnostic essays and recommendations of composition instructors, approved by the department chairman.

For those students who do not immediately qualify for the college-level composition course, other courses need to be provided where students can be "salvaged" and given the background they lack to succeed in the transfer course and become potential college graduates.

Our college uses the same cutoff score as the University of Washington in selecting students for the college transfer course. Every attempt should be made to make the standards maintained equivalent to the same course at the four-year institution.

Without some such device, it would appear that any attempt to maintain standards within college-level composition courses would be impossible. At the very best, too many students would fall by the wayside if standards were maintained without selection procedures.

B. *Curriculum*

Second only to the placement or selection problem is the issue of course content. Once the general level of student ability is known, determination of the curriculum becomes possible.

Some excellent and comprehensive articles and books have appeared in recent years documenting with care the chaotic state of freshman English in colleges and universities of this country. It should not be necessary to review that material here; we are surely as informed as anyone on the inconsistencies and inadequacies of many of these programs. However, the very presence of the chaos demands a concerted effort to seek solutions to these problems.

A single, nationwide freshman composition curriculum is probably as undesirable as it is impossible. If the program is not acceptable to the members of any given English department, it has little chance of achieving success.

It does, however, seem reasonable to assume that a certain set of realistic, practical goals can be agreed upon, leaving matters of method and approach to individual choice, and these goals should be based not upon intuition of our own meager composition training, but upon research.

Although none of the USOE Curriculum Centers are presently concerned with the freshman level in their studies, it would seem reasonable to expect that the findings of their research and the testing of rhetoric and composition curricula would have considerable correlation to those same areas at the college level.

Whether the approach to effective written communication is through linguistic study, literature, student experience, or any of the many other possibilities, one thing seems certain: without much closer cooperation and opportunity for exchange of ideas and findings among English departments (statewide and nationwide), little advance is likely. Individual books and articles, however truthful and revealing they may be, cannot achieve the necessary widespread curriculum development. Some system needs to be developed whereby regular, face-to-face dialogue can occur.

C. *Special Provisions*

Directly related to the issues of placement and curriculum is the problem of providing for the student who, if he entered directly into a four-year institution, would qualify for either exemption from freshman composition or entrance into an honors section.

Many junior colleges are now getting sufficient numbers of such students to warrant close study of appropriate courses for them. Again, of major concern is the close cooperation which must exist both ways, high school-university, so that those provisions which are made are ones to which all parties can agree. There seems to be no reason why advanced placement programs could not become regular practice on many junior college campuses.

At the other end of the scale, one of the major problems in our institution, and it certainly cannot be atypical, is the gross deficiency in reading ability displayed by such a large number of entering freshmen. The studies made by our English department tend to indicate that this one area is the underlying cause of the students' academic difficulties in other fields. In order to assist in offsetting this widespread problem, we have established a reading clinic which is to be expanded this next fall to accommodate a large percentage of those students needing assistance.

D. *Instruction*

Of primary concern in the area of instruction is the lack of trained composition instructors. We consider ourselves lucky each spring if we can find applicants whose experience has included composition teaching; we have given up looking for applicants whose training has gone beyond the freshman composition sequence and a possible creative writing course. There is some indication of this situation showing improvement; see, for example, James Squire's "The Profession Faces the Future: Developments since Allerton Park," appearing in the October, 1964, issue of *College English*. However, when we consider the hundreds of new instructors to be hired each year as well as the necessity of getting training for many already in the field, the immediate results are meager indeed.

The summer institute program now possible under NDEA is the most comprehensive and promising possibility. However, junior college instructors will not be eligible to receive stipends under this program. Certainly, junior college English staffs are in need of such opportunities as well.

The next issue in the area of instruction is instructor load. The recent junior college survey conducted by the NCTE revealed that too many junior college instructors faced composition loads of 125 to 150 students. As long as this condition is allowed to exist, inadequate composition instruction is the only possible result. At our college, no instructor may be assigned more than three composition classes (of 20–22 students each). This assignment, however, totals only 9 quarter hours per week, and the average load is considered to be 15 hours. Therefore, two other problems are immediately inherent: sufficient numbers of other courses must be provided, and broad instructor training and background are essential to diverse assignments.

One possible solution to the matter of load (and it has many implications in curriculum as well) has been the experimentation in large group-small group organization involving team instruction. The experience of two quarters at our college in Washington shows considerable possibilities; further experimentation with close analysis and comparative studies is essential.

Although it would seem almost unnecessary to mention the following, the above-mentioned junior college survey again shows otherwise: It is essential that the English department members must be actively involved in the development of the English curriculum—including the selection of textbooks. As long as there are departments where these matters are decided by "outside agencies," little or no advance is possible.

II. Other Freshman English Courses

Most typically, in addition to the freshman composition course, at least one (and in some cases a sequence) of the introductory literature courses is offered freshman junior college students. Students usually enroll in such courses as electives if they possess a general interest in the field of literature or as fulfillment of required humanities credits.

The significant problem here, and it is a problem greatly magnified with the sophomore courses described later, is the extent to which the four-year institution accepts credit for such courses. Ideally, "across-the-board," equivalent English credit is given; sometimes only general, "elective" credit is awarded, depriving the student of using the credit as partial fulfillment of major requirements. Here again, the most fruitful solution is found in close and cooperative articulation between the junior college and the four-year institution.

The days when the four-year senior institutions stood aloof and issued pronouncements are out of date. The junior college must be looked upon as a partner and colleague in the business of higher education. When more than 40 percent of the students presently enrolled at the University of Washington, for example, are transfer students, such parochial attitudes and decisions become indefensible.

III. Sophomore English Courses

Much of this paper has been devoted to the issues and problems associated with the freshman composition course. No doubt the issues are more clear-cut in this area and the need for drastic action more evident. This concern should not be allowed, however, to overshadow the need for the junior college to provide a broad and extensive sophomore English course offering.

The listing which follows indicates the courses offered at Columbia Basin College, suggesting the kind of extensive program possible at the junior college level. (The numbers which follow the course title indicate the quarter hours for each course.)

English 240–41	Creative Writing (3,3)
English 135	Introduction to Fiction (3)
English 136	Introduction to Drama (3)
English 137	Introduction to Poetry (3)
English 195	Bible as Literature (5)
English 196	Bible as Literature (3)
English 190	Classical Contributions to Modern English Vocabulary (3)
English 201	Advanced Composition (3)
English 205,6,7	Survey of World Literature (3,3,3)
English 225,26	American Literature (5,5)
English 264,65,66	English Literature (5,5,5)
English 270	Shakespeare (5)

As already discussed, problems in these courses, when they exist at all, involve the transferability of credits and the application of such credits toward the English major at a four-year institution.

IV. Related Courses

Transfer courses in related fields appropriate as electives for potential English majors need also to be provided at the junior college level: humanities courses, speech-drama (especially dramatic literature), journalism, philosophy, and of course, foreign languages.

V. Evaluation of Transfer Programs in English

One of the most meaningful methods in evaluating transfer programs is through close follow-up of transfer students. With computer programing becoming more commonplace in junior colleges, this essential task becomes easier and more accurate. Thought should be given to the possibilities of abstracting such studies for publication.

ENGLISH PROGRAMS FOR TERMINAL STUDENTS

EARLE G. ELEY

The title of this study group, "English Programs for Terminal Students," seems to imply that the English courses for declared terminal students would be somehow different from those courses offered for the transfer students. The clear implication is that courses offered to terminal students might be in some way specialized and not transferable should the individual student develop and decide to change his track. We should, of course, discuss and evaluate this approach towards the problem of the terminal student in the English program. On the other hand, it will be suggested, in this series of workshop sessions, that a regular, transferable English 101 and even English 102 may be offered to terminal students, granted that they are cushioned with adequate remedial programs. We might say that the large question before this workshop is "Should we approach the problem of the terminal student in terms of a two-track system, or in terms of a one-track system which has, on its way, different possible points of termination?"

An adequate evaluation of these two approaches would involve certain basic assumptions about the nature of our society and of human potentialities for learning. In the six sessions which lie before us, consideration of these assumptions will inevitably arise as we take up five major areas connected with our problem. These five areas will relate to the objectives of English for terminal students, to remedial instruction in English and reading for terminal students, to the problem of finding materials for such work, to the problem of placement identification for students who need remedial instruction in English and reading—a problem related to that of maintaining standards and counseling in the regular English program, and finally to the crucial problem of selecting and preparing teachers for the varied demands of a junior college English program.

I.

The Purposes of English in the Terminal Program

A. The question has been frequently raised as to whether a student who has declared himself as terminal needs English at all, or, at least, college English. Might not English be offered as an elective subject to such students? Or might not subcollege level courses in English be offered such students? Should a declared terminal student be forced to pass a college-level English course before he is certified in his two-year special college skill? For example, suppose a student—and such students are not rare—succeeds in getting grades of A, B, and C as he trains to be an electronic programer, although he has never succeeded in getting a grade above D in an English course, even a remedial one. Should we prevent such an individual from gaining a certificate which will allow him to gain profitable employment in his terminal field merely because he cannot succeed in English?

In answering this broad question we need to consider also what place reading skill should have in the terminal program. Could reading be substituted for writing? In some cases it may perhaps be more valuable to students to be able to read directions than to write reports. Or perhaps the reading content of the English course for terminal students, like the writing requirements, should become specialized and related to whatever terminal program the student may have chosen.

On the other hand, such specialization would certainly lead to a proliferation of narrowly limited English and reading courses and would stand in the way of general education courses which many feel should be the core of any two-year college education program, either terminal or transferable. Indeed, the ability to read well and to write correctly and succinctly (objectives of the regular English 101 and 102 courses) ought to be considered an integral part of the general education program. This is perhaps the major answer to the suggestion that specialized reading and writing courses might be developed to meet the specific needs of particular terminal programs.

B. There is, however, one further problem in determining what the content of English and reading courses should be for the terminal student. If we accept the proposition that these courses should be especially designed for terminal students, we obviously must be able to identify which students are actually going to be terminal. If we are to have some English courses which are transferable and others which represent dead ends in a two-track terminal system, then we must be careful not to enroll in the dead end courses students who, having bloomed and decided to go on to the four-year college, now need transferable English. Many, many students may begin as declared terminal students and later decide that they would like their credits for transfer. Many students, on the other hand, begin by demanding a transfer program only to be placed later in a terminal program or dropped.

Typically, students resist terminal programs and accept them only after an initial academic failure. As a matter of fact, only 4.7 percent of the two-year colleges in the country declare themselves as being chiefly oriented towards terminal education, while 72.7 percent declare themselves as being chiefly oriented towards college transfer.[1] Students enter college, regardless of previous academic failures, wanting liberal arts, pre-medicine, or pre-law curricula. They can usually be counseled into a two-year terminal program only after they have failed in their original intention.[2]

Taking these things into consideration, however, is it possible to frame particular objectives for English courses in colleges where the terminal student makes up a large element of the student population? Objectives that demand college-level performance, but that are not slanted in the direction of specialization in English language or literature? What English and reading skills can we consider as vital, for example, for fulfilling general education requirements? This would seem to be an important matter for our consideration.

II.

Remedial English and Reading in the Terminal Program

If we are to have a choice between a specialized two-track English curriculum and an extended one-track system, the question of remedial courses in English and reading becomes a major one. Without adequate remedial courses it is not possible to maintain college standards in regular, transferable freshman English courses, into which terminal students may be placed.

A. The problem of remediation is not limited to those students who declare themselves as terminal on entering college. Many students who elect the transferable program will turn out, on the basis of entrance tests, to need remedial English and reading. A much higher proportion of the students who declare themselves as terminal will need remedial English and reading, of course. It is important, therefore, to *consider such courses as an integral part of the English program for* terminal students. These remedial courses may, in actual fact, become terminal for many students. As such they provide some background in essential literacy for students whose work in their specialized courses may earn them a two-year specialized certificate.

As a matter of fact, remedial English and reading have become an acknowledged responsibility of the public open door junior college. As of last year, 58 percent of all junior colleges had remedial English programs; another 10 percent announced that they had such programs in plans and presumably have them in practice this year; this is 68 percent. However, these percentages do not distinguish between public and private institutions. Had public junior colleges alone been considered, the percentage offering remedial English would, no doubt, be higher than even the 68 percent here reported. The responsibility of providing for students who come to us in the two-year college who have somehow failed to achieve a sufficient level of skill in reading and writing to do college work must be accepted as a fact of life by all teachers of English in the two-year college.

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[1] These percentages and all following percentages in this study paper are taken from the preliminary report of the Committee on English in the Two-Year College, jointly sponsored by the NCTE and the CCCC.

[2] See Burton R. Clark, *The Open Door College* (New York: McGraw-Hill Book Company, 1960).

We are faced by this fact of life with a choice of what our basic point of view is to be towards one of the most important issues of our society. Are we to decide that a large part of our population need not be able to read critically and to express their points of view in communicable language? But we are committed to a form of government which can only solve pressing social and economic problems—problems of such urgency as those of civil rights and of the growing reality of automation—by a consensus of the whole population. A literate élite is helpless in our form of democracy unless it is given support by a total population in which there is a relatively high standard of literacy.

But perhaps we are faced by another kind of fact of life, a physiological or psychological reality. Perhaps the majority of the human race do not have the intelligence to learn to read and write effectively (it is, after all, the majority of our population who must turn increasingly to the junior colleges for their chance at higher education). Are there not, however, a few frank questions we should ask ourselves before accepting this view of our situation?

1. Do our methods of testing mental ability give us sufficiently reliable evidence about the learning potential of individuals to justify basing our curriculum upon their scores?
2. Are we certain that the methods we customarily use to teach reading and writing in the elementary and secondary schools tap the learning potential of the majority of students in this area?
3. When we have introduced remedial courses at the college level, and have experienced only limited success in them, have we actually faced the task of remediation, or have we often set up inadequate remedial programs which have acted merely as a screening device to get rid of students which the open door policy of the public junior college does not permit us to eliminate in any other way?

III

Methods and Materials in Remedial English and Reading Courses

Our study reveals a great sense of need among remedial teachers for better methods and materials. This expressed desire for better methods and materials reflects the sense of responsibility apparent among most teachers in the remedial area. Thirty-four percent of the teachers who teach remedial English do so, not by necessity, but by choice. Another 40 percent teach such classes in turn. The rest teach remedial English either because they lack seniority or because they are in such small departments that everyone must take his turn regularly. It is gratifying to learn that over a third of the remedial English classes in the country are taught by apparently devoted teachers.

On the other hand, it is not gratifying to learn that of all teachers who teach remedial English, whether voluntarily or by request, only 10 percent have had any special training whatsoever, either in linguistics or reading. Some 75 percent of the teachers stated that they wished they had had in their college preparation some courses in linguistics or in the history of the language.

To make this problem more serious, as is clear from our study on English in the two-year college, there is a serious lack of materials designed to meet the needs of remedial English or remedial reading courses. Further, little has been done in developing methods for teaching these courses. The application of structural linguistics, as exemplified in such books as Paul Roberts' *Patterns of English*, has had some limited application in the teaching of remedial English; there are no books at present that make any application of modern linguistics to the problem of remedial reading. Should structural linguistics be, perhaps, the approach used in the teaching of remedial English students, since with these students at least, the traditional method has failed?

Perhaps structural linguistics should also be applied to the teaching of reading. Many scholars are beginning to apply the findings of linguistics to reading. Some reading specialists are beginning to see the value of linguistics to reading, and indeed, there have been in the last two years two books doing pioneer work in applying the study of linguistics to the teaching of reading in the elementary grades, C. C. Fries, *Linguistics and Reading*, and Carl LeFevre, *Linguistics and the Teaching of Reading*. I know finally of one book, currently in progress, aimed at remedial reading for the freshman college student and based on structural linguistics, to be published by Houghton Mifflin, probably within the next year. Most of the available remedial reading handbooks are of dubious value except as busy work.

IV

Placement and Counseling of Students

The ambiguous status, both in terms of achievement and of potentiality, with which the typical junior college student enters college makes an adequate program of testing and counseling of vital importance.

It is very tempting, of course, to simply select a nationally scored and standardized test for placing students in remedial English composition courses and remedial reading. Such tests as the Cooperative English test, the STEP test, the ACT, and perhaps in rarefied atmospheres, the College Board Achievement test are frequently used. These tests are all designed to be objectively scored. They are convenient for handling large groups of students who often have not announced very far in advance their intention to enroll in a particular junior college.

On the other hand, they avoid such issues as whether an objective test of writing ability adequately measures a student's ability. To be sure, the College Board test does involve "a personal reading." However, this personal reading is so highly structured that it might as well be adapted to the machine. Many teachers, as our study revealed, feel that no kind of entrance test in English is valid if it does not involve some actual writing on the part of the student. Yet few schools afford departments of English sufficient time to read entrance essays for the purpose of placing students.

In many places, reading tests are not used as part of the English placement system. Yet often it is only a combination of reading and writing evaluations that will demonstrate a student's need for remediation.

The result of inadequate placement methods is, of course, that students who need remedial programs are often placed in regular college programs, where they pile up other failures on top of precollege ones and tend to pull down the standards of the regular course. Or else students who belong in the regular program are misplaced in remedial programs and by their justified dissatisfaction ruin the morale of the remedial classes.

Adequate counseling could supplement testing in the proper placing of students, as well as help the remedial student approach his precollege-level reading and writing courses with the most fruitful attitude.

However, many junior colleges have no professional counselors at all, or far too few to deal with the complex problems of the possible terminal student. In the area of testing and counseling we need to ask ourselves many questions. Can better tests be devised for placing students in remedial English and reading courses? What is the best kind of administrative and counseling setup to handle the kind of enrollment problems peculiar to the public junior college? How can counselors contribute to the effectiveness of remedial English programs?

V

The Selection of Teachers for English in the Two-Year College

We have already seen that only 4.7 percent of the two-year colleges in our country are specifically terminal in their intention and 72.7 percent espouse objectives that are college-oriented. It might be assumed from these figures that most English teachers in the two-year college should be recruited from those who are university-oriented. Nothing could be further from the truth. Let us recall that a high proportion of the students who begin insisting upon a liberal arts education, a pre-medical education, or a pre-law education end up settling for a two-year program. We should remember then that students finally do come to realize that if they cannot complete a legitimate transfer program they must move into a terminal program. They realize that the constant elevation of educational standards for any kind of adequate job, as well as the specter of automation, demands that they have at least two years of college education. These same facts make it clear that the junior colleges must continue to carry on the dual role of training terminal and transfer students and must do so with the same faculty. This means that the English teacher in a junior college may be asked to teach courses to students from the highest to the lowest levels of preparation and from the widest variety of ethnic and social backgrounds. This means that he must be not only well grounded in literature and rhetoric, but also in linguistics and in the techniques of teaching reading. But since he is usually associated with teachers in a general education program, should he not also have some training in science, sociology, and the humanities? Whereas the university teacher may fulfill his function adequately in the area of a very narrow and deep specialization, such specialization in the junior college would represent inadequate preparation.

However, not only in preparation but also in attitude there are special requirements important for the junior college English teacher.

Because of the vital role that such teachers must play in bridging the gap between the highly literate elements of our population, who will, by their university qualifications, come to take positions of leadership in every area of American life, and the vast majority who must occupy the subordinate positions, the attitude of these teachers towards their students becomes a matter of vital national importance. The role such teachers are being asked to play is one whose roots are deep in our national heritage. The need for a continuously rising level of popular education, the development of intellectual and creative skills, as well as of practical skills necessary for economic survival, has been voiced and acted upon from the beginning of our national history. Should not we then pay some attention, not only to the necessary preparation of these teachers, but also to their working conditions, their prestige, their opportunities for continuing education, self-expression, and growth? Should not they share some of the conditions considered necessary by teachers in universities for an adequate performance of their professional responsibilities? Such improvements in the conditions of life among junior college teachers might go far to eliminate an all too common attitude among them, which is suggested by Samuel Weingarten in the final chapter of our study on *English in the Two-Year College*:

> They [English teachers in the two-year college] cannot afford to remain disappointed teachers, yearning for selected students of high ability. Most of the two-year colleges are quite unlike Oxford, whispering from her towers the last enchantment of the Middle Ages.[9]

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[9] Samuel Weingarten and Frederick P. Kroeger, *English in the Two-Year College* (Champaign, Ill.: NCTE, 1965).

Two Post-Conference Reactions

(The following two papers, written respectively by a representative of the two-year colleges and a representative of the four-year institutions, were presented at the annual meeting of the Conference on College Composition and Communication, St. Louis, April 8–10, 1965, in reaction to the Tempe conference, and to the preliminary report of that conference as presented at the CCCC meeting by the conference director.)

THE TEMPE CONFERENCE: RELIGION AND PRAGMATISM

Robert W. Danielson

Just prior to the Tempe conference, I learned two conference-going gambits at the Exploration in Communication conference in San Diego. First, I learned of the tradition in rhetoric of a disclaimer of some kind or another. Many disclaimers are offered with polished grace and ease. Consider, for example, John Gerber's statement at Tempe: "As to suggestions for specific programs, I have only a few and even these I present with a great deal of diffidence for I am certainly no authority on the terminal student at our junior colleges."[1] Some other disclaimers come out flat, like this: I am no expert in junior college English, nor am I a spokesman for the junior college people who participated in the Tempe conference. I have *some* friends in the junior college ranks, but none, I am sure, who would accept me as his spokesman.

For the second conference-going gambit I learned in San Diego, I want to thank Stanley Kegler, Director of the Curriculum Center at the University of Minnesota, and one of several fascinating speakers at San Diego. Mr. Kegler talked at length on the subject of listening, and I was much comforted by the news that the prestige of the speaker is not always a vital factor in the perceptions of the listener. This news, plus the further assurance that you will quite promptly forget 99 percent of what I say, allows me some ease as I generalize about the Tempe conference.

Since the title of this talk mentions religion, I should like first to indulge in a bit of religious autobiography. I have labored for many years under a gross delusion foisted upon me by some very learned teachers. The delusion stemmed from my more or less willing subscription to the following assertion: The first duty of any conference-going English teacher is to locate the bar. I was at Tempe for two days before I discovered Arizona was not a dry state. It was two more days before I found the bar at the Sands Hotel; and, as you know, the Tempe conference lasted only three days. I was saved before I knew what happened. Thus, inevitably, my first topic is Tempe as a religious experience.

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[1] "Research in Junior College English"; see above, p. 43.

It is very difficult to talk about religion without mentioning sin and sinners; and, occasionally, conversion and salvation creep in after the confession. Allow me to label—metaphorically of course—the first group of sinners: college English professors. Let me hasten to add that I have neither the wit nor the audacity to originate such a label. We all recall Mr. Kitzhaber's Cleveland speech last November. After citing William Riley Parker's doubts about the absence of a conviction of sin in the ranks of English teachers, Mr. Kitzhaber said, "It is quite true that there is no perceptible 'conviction of sin' among the great majority of college English professors. Although a few distinguished scholars like Wayne Booth and Northrop Frye are taking an active interest in the way English is taught in school as well as in college, these men are still lonely exceptions."[2] This, it seems to me, is a clear definition of the sin and a rather pointed labeling of the sinners. Righteous wrath will probably follow. But let us turn for just a moment to an admirably frank confession from a distinguished college teacher.

Kramer J. Rohfleisch, teacher of history at San Diego State College, has given considerable thought to a vital question: How do we judge teaching? In a stimulating speech last January, Mr. Rohfleisch made the following observations:

> If we assume that in general men will tend to erect rather precise standards by which to assess those things which they value highly, then we might readily conclude that the faculties of our institutions are not overly concerned with teaching. We have no standards, or at any rate, none that are based upon any precision. I daresay there is scarcely any other activity on a campus about which so little accurate information is available as its teaching. And I know of no other profession that operates so thoroughly in the dark whenever its own performance is concerned. Lawyers often perform in public, doctors operate in semipublic before their peers, but

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[2] Albert R. Kitzhaber, "Reform in English," *College English*, XXVI, 5 (February, 1965), 341.

teachers teach a private clientele that normally is strictly off limits to every other teacher, or most certainly off limits to anyone who might want to determine how well affairs are going. But before we condemn the teacher let us face the fact that there exist numerous practical obstacles which inhibit fair assessment. It is not an easy matter to judge the efficacy of teaching. It varies from day to day, from item to item, and from class to class. It is often subjective. It defies mechanistic rating. And somehow any attempt to rate it can easily become entangled in the sticky business of academic freedom. Faculties know all these things and they usually react with sudden, even emotional, outbursts against any suggestions that they learn how to assess their own craft. The consequences of this self-abnegation are somewhat ludicrous.

Because we ourselves have consistently refused to look into our own houses and have renounced any responsibility in this area, others do it for us. Deans and department chairmen, abiding by the faculties' ordinance of self-denial, are forced back upon second and third-hand evidence, upon gossip, student judgment, and upon peripheral matters such as habitual sobriety and the wearing of neckties. The terms "good" and "bad" when used in connection with "teaching" are not too reliable. Indeed, one of the more interesting paradoxes of our profession is that it consists of a body of men and women generally soundly trained in the use of the scientific method; it is overwhelmingly cautious in the application of criticism and judgment unless based upon adequate evidence. Cautious, that is, when the matter concerns almost any subject in the world beyond the walls of learning. But in the area which concerns it most intimately, in perhaps the most vital part of its professional life, it prefers to rely on almost no direct evidence whatsoever, and yet all over the land there occurs on hundreds of campuses the annual winnowing by the promotion committees in which we solemnly advance men who are reputed to be better teachers than others, that is, we advance them if we even bother to pay any attention to their teaching. Many honest and sincere efforts are made in the direction of justice. But the truth of the matter is that we simply do not know with any degree of accuracy. Another truth of the matter is that we vigorously set our heads against exploring any machinery or devices for finding out. No wonder then that we prefer to rely upon the more tangible evidence of our performance and fall back upon the easier path of counting the publications. The students, of course, are not so squeamish. They operate their own underground. They always have, but recently in this state some enterprising young scholars in two of the state colleges have sought to formalize the gossip and have published "Blue Books" based upon the reports of agents who are embedded in the classes for a full semester. Berkeley and Harvard have their own rating books. If their criteria are not always ones that please us, at least their observations are direct—and frank!

There is a second practice which tends to weaken us. We create few if any devices or methods or machinery for passing on to our apprentices the gains of experience. We are, I suspect, members of the only profession which maintains the polite fiction that we do so well. We meet incessantly for many purposes, but rarely for the purpose of pooling our skills and resources so as to improve our teaching. I know that we are the victims of

> our own deep regard for the independence of our fellows, but it is the student who pays the price.[3]

What, then, are we to make of all this talk of sins and sinners and confessions? Shall we all say Amen! and depart in peace? Perhaps. But first let us return to the conversion ranch at Tempe.

In one sense the Tempe conference was a confessional, but it was more than that. John C. Gerber, in his paper entitled "Research in Junior College English," said, "It is fantastic that a great profession such as ours knows so little about what it is doing."[4] But he also continued his long devotion to professional responsibilities by describing some methods and procedures for adding to our limited knowledge about the teaching process. And in a similar vein, James H. Nelson, after noting that lists of needed research are painfully plentiful, offered a succinct paper entitled "Research That Is Needed in the Two-Year College."[5] In addition, each of the study groups made recommendations and proposals for research. Throughout the conference, one sensed the confession: We really don't know enough; but one also sensed throughout the conference an intense desire to know more about the teaching of English.

I think Mr. Kitzhaber was only partially right about professors of English and their seeming lack of "interest in the way English is taught in school as well as in college. . . ." I think the list of college professors who are actively interested in the teaching process is considerably longer than Mr. Kitzhaber intimated. The list should certainly include the college professors who participated in the Tempe conference; it should include the college professors in attendance at this conference; it should include the college professors who are actively engaged in Curriculum Centers all across the country; and it should certainly include Mr. Kitzhaber. I believe one major phase of our professional confession began with the frank admission several years ago that chaos reigned in freshman composition. I believe the ever growing mountain of literature about that chaos is ample evidence of an active, intimate, professional concern for the teaching process. College professors may not have a religious "conviction of sin," but many do have a pragmatic concern for the state of the profession.

But the calls for research and the other evidences of active concern expressed thus far are not enough. The ever growing mountain of literature about composition may be evidence of a possible conversion from no interest to active interest, and there may be some possibilities of at least a pragmatic salvation (if that isn't a contradiction in terms) in the trumpet call for research, but a larger issue was extensively discussed at Tempe. Thomas Merson, in his paper entitled "English in the Total Context of American Junior College Instruction," stated the issue in these words:

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[3] Kramer J. Rohfleisch, "The College and the University: A Time for Reassessment" (Unpublished speech, Coronado, California, January, 1965).

[4] See above, p. 39.

[5] See above, pp. 56.

> In effect, we are groping for means to provide appropriate post-high school education for major segments of our society—to segments which previously have not enjoyed the benefits of higher education. To do this *we are creating new institutions with new purposes, and we are redefining the responsibilities of existing institutions.* Hopefully, these changes in educational structure and function will not lag too far behind changes in society itself.[*] (Emphasis mine.)

The very heart of the matter lies in the words "we are creating new institutions with new purposes, and we are redefining the responsibilities of existing institutions." Our viable society demands change in educational structures.

But before we look at "new institutions," let me briefly summarize what I take to be the major messages from the Tempe conference to professors of English.

1. Accept the challenge to evaluate and improve the teaching of English in the colleges. Give the junior colleges worthy models for the transfer programs instead of what Mr. Kitzhaber has called "unworthy originals."
2. Accept the challenge to actively pursue the research knowledge we all need so desperately. Surely a great profession can produce more than the hunches and assumptions cited by Mr. Gerber.
3. Accept the challenge to redefine the responsibility of the colleges and universities. The redefinition should carefully note that the junior colleges need a host of well-trained, humane teachers of English.
4. Accept the fact that new institutions of higher education do exist. Junior colleges, in response to "major segments of our society," have *new* purposes different than the purposes of traditional collegiate institutions.

I hesitate to leave the description of the Tempe conference as a religious experience without labeling at least one more group of sinners. However, some caution may be necessary here since I find myself in the second group: the teachers of English in the two-year colleges.

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[*] See above, p. 9.

In past years there may have been some minor, isolated declarations of undesirable tendencies in the junior college ranks, but the consummate ease with which we joined the other professional sinners at Tempe was astonishing. I think there are at least two possible explanations. First, the other sinners may have been convinced that we were in the fold long ago; thus, they did not recognize any new faces. Second, the teachers of English in the two-year colleges casually entered the ranks carrying the biggest confession ever produced: "The NCTE-CCCC Status Survey of English in the Two-Year College." Thanks to Samuel Weingarten, his associates, and a computer, we have statistically documented a list of sins that far exceeds the accomplishments of any collection of dictionary makers, linguists, or education professors. I think we deserve a prize.

The magnitude of our acomplishment in the sin business very nearly precludes salvation, but perhaps a few brief items for the confessional will influence our judges.

We confess, first, to accepting teaching loads that make effective instruction difficult if not impossible. Second, we confess to accepting from the four-year institutions "unworthy originals" for our transfer courses. Third, we confess to accepting from educational psychology theories of learning that do not work with remedial students. Fourth, we confess to accepting measurement devices that do not help us place our students in appropriate beginning courses. Fifth, we confess to accepting teachers poorly trained in the discipline of English. Sixth, we confess to accepting teachers with little knowledge of the purposes and functions of our institutions. Seventh, and most damaging of all, we have in the past accepted a seemingly endless perpetuation of this intolerable state of affairs.

I believe the major documents of the Tempe conference, especially the Status Survey and the Study Group Reports, all say one thing: Help! We in the junior college are actively and insistently seeking help from our professional colleagues in the colleges and the universities; we are seeking help from our professional organizations: the Modern Language Association, the National Council, and all of its affiliates; we are seeking help from the national foundations and governmental agencies: the eagerly awaited National Foundation for the Humanities, the American Association of Junior Colleges, and the United States Office of Education; and finally, we intend to help ourselves.

We, therefore, commend to the profession the major documents of the Tempe conference.

May I conclude with a brief remark about the open door policy. Many teachers of English in the two-year colleges are deeply committed to the following belief: Educational policies that lead to an increasing exclusiveness in the institutions of higher education are incompatible with the fundamental premises of democracy. If one believes that all Americans are capable of growth toward a free mind, then it follows that at least one institution of higher education must be open to all Americans. We believe that institution should be the two-year college.

COMMENTS BY A REPRESENTATIVE OF FOUR-YEAR INSTITUTIONS

FREDERICK L. GWYNN

Although I obviously cannot speak for colleges and universities in general, I can react to the conference report personally as a teacher and administrator, as well as something of an associational representative. I will collect and combine what I consider the main points of the report and comment on them, also drawing some facts from the NCTE-CCCC report, the Kitzhaber NCTE report, the Bossone California report, the Mitchell article in the CEA *Critic*, the Schwartz article in *Saturday Review*, the anonymous report in *Time*, the Medsker ACE article, and conference papers by Messrs. Merson, Newburn, Weingarten, Barton, and Worthen. (I should note that my notion of "the conference" or "the report" may often emphasize one person's view rather than any majority's.)

I. Junior College English in Relation to the High School

This involves, of course, our old friend articulation and the sequential curriculum. For junior college admissions and placement, the conference recommended having a cumulative record of every student's work in English through school. One must say, Yes indeed, and the same for college and universities, to work against repetition and lack of sequence. But the junior college specially needs such a record because, as the conference pointed out, the open door policy admits high school students who have not had college preparation as well as students who have, and as the NCTE report noted, there may be as much as a forty-point spread in English placement standards in junior colleges. In this situation the only answer is to continue to give the remedial courses in junior colleges, but with better counseling and placement.

For improved sequences in the curriculum, the conference recommended cooperative programs set up by high school and junior college teachers. This seems to me fine temporarily and locally, but I think we also need a national reconsideration of the English curriculum by colleges and universities, analogous to that in mathematics, in languages, and in science, to identify the aims and means at each level, of course with consultation with schools and junior colleges. It is possible that the Cooperative Research plan of the major associations may assist here.

Finally, the conference report pointed out the problem created by antagonistic attitudes of high school and junior college teachers to each other, suggesting that such feeling might be solved by the professional English associations, especially local affiliates. This seems eminently sensible to me, who would note the state councils of the NCTE, regionals of CEA, plus the new CEA-affiliated Association of English Teachers in Two-Year Colleges, plus such regional groups as the Central California Association of Junior College English Instructors. In addition, I think that the associations should lobby to get high school and junior college teachers together in NDEA institutes.

II. Junior College English in Relation to the Technical and General Student

The report notes the inadequacy of a label like "terminal student" or "career student" for the man or woman not transferring to college or university. This is an extremely important matter, and I suggest using the term "technical student" as being accurate and scientific, as well as reflecting the prestige of such major institutions as M.I.T., Cal Tech, and Carnegie Tech.

The conference felt that junior colleges should emphasize general education for the technical student to the extent of one quarter to one third of his courses. This sounds reasonable to me, since I would guess that one third of one's courses is possibly the minimum ratio in liberal arts colleges and universities, with a maximum of two thirds. The report said that general education should include English, and that English should consist of one course of composition plus one course of literature, plus special technical writing courses, and remedial work if necessary. I would note Bossone's observation that junior college freshman English is primarily remedial, and Kitzhaber mentions "subremedial" courses and "sub-subremedial" work.

The conference expressed a need for ability grouping of all students as opposed to dividing them into separate groups of technical and transfer students. One recognizes that this suggestion is just as controversial as it is in college and university freshman English, but to me it sounds necessary in the junior college in order to maintain standards. The report emphasized the need for separate attention to adult students in community colleges because of their difference from younger students, but in my opinion adults ought to be assimiliated with youths, as in graduate schools or in military service, something that can be done with ability grouping, as with all technical and transfer students.

III. Junior College English in Relation to the College or University

This is plainly articulation in the other direction. The conference noted that four-year institutions do accept transfer students and encourage junior colleges, especially by dropping remedial English and raising admissions standards for the freshman year, but that they offer little help to junior colleges, especially in matters of freshman English. The conference implied the need for more common transfer procedures and proficiency standards in junior college and college-university freshman English. To this one can say only, Amen, plus noting that we also need standard proficiency tests at all the crucial levels, as in the foreign languages.

The conference report stated the common aims for freshman English with remarkable simplicity and comprehensiveness: The course (1) "should be based on careful reading and study of varied types of literature including expository prose," (2) "should include serious consideration of how language operates in order to do the many things that it does," (3) "must require considerable student response in writing to the first two requirements." Part of the merit of that statement, in my opinion, is that freshman English is not merely a composition course, but language studied as rhetoric and literature, literature as discourse and imaginative writing, and writing performed about all these matters.

IV. English in Relation to Teacher Preparation for Junior College

The conference report recommended as a responsibility of the colleges and universities a detailed five-year program of English preparation, which would include emphasis on studying the particular nature of teaching English in the junior college. This program seems to me to be, the necessary changes having been made, just about what all teachers of English need on all levels, from school through the first two years of college, although not for teaching in the English major program for undergraduates (for which I would recommend the Bowers Doctor of Arts degree) or graduate school (for which I would hold the present Ph.D.). Where the report recommends internships in junior colleges and exchanges with high school and four-year institutions, one agrees, for we need more internships and exchanges on all levels, in all types of institutions, and in all regions. In my opinion, the support of such internships and exchanges should come from foundations and state and federal programs, for which we probably need association guidance and pressure.

The responsibilities of the junior college itself in the continuing education of its teachers were stressed in the report. Probably the most important area for all sections of the conference was the concern with establishing common teaching conditions in the matter of class hours and student loads. Where the Kitzhaber report estimated that English teachers in junior colleges could have up to eighteen hours and more than 150 students, the NCTE report suggested an average of possibly fifteen hours and 125 students as currently normal. While there are no well-known figures for the college level, we might guess that the average is nine to twelve hours and 75 to 100 students. The Bossone report recommends for junior college English teachers about the same limits that the NCTE is presently achieving for high school teachers: a maximum for four classes and 100 students, but the NCTE report, whose recommendation I find the most significant, puts as a maximum three sections of composition for 75 students. This whole situation seems to me to call for further and more comprehensive research and resolution by the associational Cooperative Research and the Association of English Teachers in Two-Year Colleges.

Colleges and universities also have continuing responsibilities to junior college English teachers, the report notes. They should offer convenient courses for teachers, furnish workshops and consultants, and should provide trained specialists in junior college English—all reasonable recommendations.

Finally, the report mentions the continuing responsibilities of the professional associations for surveying conditions and discussing problems. To discuss problems, teachers must belong to associations and attend meetings, and the NCTE report shows the following figures, based on a limited number of responses to its questionnaire: 55 percent of junior college English teachers responding belong to NCTE, 32 percent to CCCC, 18 percent to MLA, and 15 percent to CEA. While this membership is not at all a bad showing, the NCTE report noted that 40 percent of its teachers responding had attended no national professional meetings in the past five years, and 35 percent had attended no local meetings in the same period. There is obvious work to be done on the part of the associations and their potential members.

V. Conclusion

I would try to make two main points, finally, noting that they come from an individual and an amateur in the field. The first is that the problems of junior college English seem to me to be about the same problems as those of college and university freshman English. If education beyond high school consists of a mixture of liberal education and technical education, as I believe it does, this shows up in English as follows: liberal education is the study of the nature of language, of expression, and especially of literary expression; the technical side is the study of the skill of expressing both critical discourse and creative literature. (In my opinion, the preceding matters should be the chief subject matter of the four-year curriculum in English, with most of the historical study of literature saved for graduate school.) Right now the topics are, I think, mostly taken up in freshman English, or should be, and these are the things that junior college English, it seems to me, ought to be concerned with.

It is therefore appropriate to discuss junior college English problems at a meeting of CCCC. One might note that the four areas I have centered on are analogously problematical in both junior college and college-university English: (I) the articulation between high school and college is still confused and weak; (II) the technical and general student is the central concern of the English department, although of course the four-year institution does not have as many adult students as the junior college does, and although most members of college English departments still do not seem to be aware of the prevalence of the technical and general student; (III) just as the transfer from junior college to four-year institution is an overt problem, so covertly is the unmentioned transition from freshman English in the college to sophomore and upper class work; (IV) although universities are now doing much more for their teachers of freshman English than in the past, it is plain that universities, colleges, and junior colleges have much to do in improving English teacher preparation and continuing education. Discussion of all these problems is of course the reason for the existence of CCCC, which has not yet found solutions to them all!

There is an additional dimension to the junior college English problem which I can only guess at and can underline only by means of dubious conjectural statistics. (It is difficult to find helpful and agreed-on statistics about higher education; one finds different figures in different sources. For example, the number of junior colleges is estimated by the U. S. Office of Education as about 600, by *Time* magazine as about 700, and by the Educational Testing Service as about 900.) If we say hypothetically that there are about 800 junior colleges, we might also guess from very complicated and spotty sources that there may be 10,000 teachers of English of junior colleges and maybe half a million students taking English. Using other figures, chiefly from the USOE, I am led to the guess that possibly one third of all the English activity in higher education is going on in junior colleges right now and this is bound to increase if the estimates of Mitchell and Schwartz are correct that, by 1970, 80 percent of all high school graduates who go to college will be in junior colleges, which will need 100,000 more teachers. Now Kitzhaber says in his report that about three quarters of the public (not private) junior colleges—that is to say, most junior colleges—are under public school control, and that about two thirds of their teachers and many of their administrators were formerly in the high schools. This would mean, though only conjecturally, that maybe one quarter of all English activity in higher education may be carried on by personnel from what might be called lower education. This is not to say that the teaching in junior colleges is worse than that in four-year institutions. As a matter of fact, the report seems to indicate a possible opposite situation, with the research scholar of the multiversity and his "flight from teaching" notably absent. The junior college doubtless has many of what John Ciardi recently called the "go-to-class, hang-around, talk-to-students teachers," and the four-year participants in the Arizona State conference were impressed by the junior college English teachers they met there. But if the statistics above have any validity at all, we may oversimplify the situation by saying that part of college English is not college English. This means that once again, as with the vast and important area of the relationship of linguistics to "English," college and university English teachers and administrators have been caught napping. The value of the ASU conference and report for me, and I hope for this audience, is that we must wake up, and we must catch up on junior college English.

RECOMMENDATIONS AND RESEARCH PROPOSALS

As noted in the preface to this report, six study groups considered different important aspects of the subject of the conference, and then each group presented its recommendations (or resolutions) and research proposals to the whole conference for review. These recommendations and research proposals as accepted or modified by the total conference at Tempe were sent to all participants for a second review shortly after the conference. The report as presented below therefore represents the recommendations and views of the total conference, although for convenience it is presented under the headings of topics studied with some intensity by individual groups.

That greater space is devoted to the recommendations of the group which dealt with the education of the junior college English teacher than to those of the other study groups is not intended to suggest that the topics of the other groups are not of major importance. After all, a proper answer to the question of what should be the training of the junior college teacher must rest on answers to the question of what he is expected to do in his teaching, which is a question directly concerned with the relation of junior college English programs to high school programs, the relation of junior college English programs to those in four-year colleges and universities, English courses for adults, programs for transfer students, and programs for terminal students. It was inevitable, consequently, that some of the recommendations of one group would be inherent in the spirit and often in the letter of those made by another.

The Education of Junior College English Teachers[1]

Recommendations

1. The following components (normally interpreted as courses) should go into the *preparation* of teachers of English in junior college, that is, persons who are still in the university when they decide to teach in

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[1] Group Roster: Dorothea Fry, California State College at Los Angeles (Chairman); Richard M. Bossone, University of California at Riverside; Richard Braddock, University of Iowa and Assistant Chairman, CCCC; Robert W. Danielson, Grossmont College; John D. Ebbs, East Carolina College; Jeremiah S. Finch, Princeton University; Frederick T. Giles, University of Washington; Robert J. Hannelly, Phoenix College; Brice Harris, Arizona State University; Robert F. Hogan, NCTE; Donald A. Sears, American Council on Education and College English Association; James Welton, Wabash Valley College.

junior college. Some components may be taken or otherwise experienced at either the undergraduate or at the graduate level. While the preparation is conceived as a five-year program, it should be considered as an extended master's degree program in cases where there are deficiencies in undergraduate preparation or in available graduate offerings:

1) Undergraduate program, including breadth; natural science, social science, humanities, foreign language.
2) Concentration in English, undergraduate and graduate:
   Literature: main periods and genres of English, American, and world literature; criticism.
   Language: history of the English language; modern grammar or grammars, and usage.
   Composition: advanced expository and argumentative writing; essentials of rhetoric, logic, general semantics, and problems of mass communication.
   Speech: public speaking and oral interpretation. Thesis and/or comprehensive examination for master's degree.
3) Professional education:
   Methods of teaching English, including analysis of problems and materials in language, literature, composition, and reading.
   Background in the functions and problems of the junior college.
   Supervised teaching in the junior college; student teaching or internship, preferably following or linked to the study of methods.

Every junior college department of English of course needs, in addition to the generally trained teachers of English, specialists in reading, in writing, including remedial and developmental phases, and in speech.

2. What constitutes adequate *inservice training* and *experience opportunities* for the teacher new to the junior college, during his first year on the job? And what constitutes adequate inservice training and experience opportunities for the teacher who, some time during or after the first year, is committed to a career in junior college English teaching? There should be operational recognition that the education of teachers of English in two-year colleges does not end with the preparatory program that leads to a Master of Arts degree and a certificate. Rather, it is a continuing process that demands responsible and cooperative action by two-year colleges, universities, professional organizations, and individual instructors.

Two distinguishable stages can be identified. At least during the first year of employment, the teacher is principally an apprentice, concurrently assessing his own commitment to junior college teaching and being evaluated by those in charge of the program. During this period, the primary responsibility for continuing education falls to the junior college, to the university, and to the professional associations. Following this early experience, the teacher must necessarily accept increasing responsibility for his own professional growth, in cooperation with his colleagues and with the various agencies of his profession.

In the early inservice training of the teacher, in the first year, or the first two or three years of employment, both the junior college and the university must participate:

1) Responsibilities of the junior college:

   a. Provide excellent supervision and departmental leadership, including released time for the chairman, and provide for the employment of a specialist in the teaching of English at the junior college level, when needed, as consultant in establishing or evaluating English programs or courses.

   b. Plan departmental meetings and workshops devoted to problems of teaching, such as teaching English to the culturally disadvantaged, remedial instruction, and theme grading.

   c. Maintain professional departmental faculty libraries, encourage teachers to join and to participate in professional organizations devoted to the teaching of English, underwriting expenses of such participation, when possible, and bring in specialists in the field for local professional meetings.

   d. Plan inservice courses or encourage teachers to enroll in graduate courses related to what they teach, particularly in what may be the areas of their greatest need—linguistics, including modern grammars and history of the language, advanced composition, and specialized courses in methods of teaching English at the junior college level.

   When junior colleges tie salary increments to additional course work, the first priority should be given to those fields listed above for those teachers lacking in any of those essentials of undergraduate or graduate preparation.

   e. As a means of reducing faculty attrition, wasteful and costly as it is in many ways, and of providing for effective induction into the profession, the junior colleges should devise for first-year teachers assignments that involve a reduced number of students and of preparations.

2) Responsibilities of the university:

   a. The universities should offer, at times convenient for junior college teachers, courses in linguistics, history of the English language, and advanced composition, in addition to those courses which are conventionally available to graduate students in English.

   b. Apart from courses for credit, the universities should explore cooperatively with the junior colleges other means for continuing education, including, at the least, planning and staffing of short-term workshops and making appropriate consultant help available.

   c. When the university does not itself have staff members trained for and interested in these special areas, steps should be taken to secure on a limited leave or on a continuing part-time basis, the services of an outstanding junior college teacher who could both teach the needed courses and work with the university faculty in developing its own resources for providing such courses.

3) How can appropriate groups (English departments and education departments in colleges and universities; state and federal government agencies; national foundations; professional organizations) be pushed—or led—into providing the needed training and experience opportunities? The American Association of Junior Colleges and those national professional organizations concerned with the teaching of English should cooperatively address themselves to the problems of teaching English in the junior college.

Research Proposal

A nationwide survey and analysis of actual inservice training practices and techniques used to introduce the new teachers to the teaching of English in a junior college should be made, including, for example, such specific items as: reduced teaching load (we do not suggest that this insures improved teaching); release from committee and other special assignments; limit on the number of preparations; limit on the number of students; seminars, reading lists, consultant help; senior teacher supervision. Such a survey would identify the situation as it is and thus provide a measure of the scope of the steps needed to achieve more effective inservice training.

Remarks

At the final general sessions, the conference accepted the recommendations and the proposal for research made by Study Group 1, though the following remarks by panelists or other members of the assembly should be considered:

1. Some doubt was expressed as to the possibility of completing such a training program as the one recommended within a period of five years. One panelist remarked that the preparation of teachers of English in the junior college should include at least two years after the bachelor's degree and that in a fairly large department at least three or four of the staff should hold a doctor's degree. Presumably, the study group, which in its second recommendation did give attention to post-master's degree training, would agree with these remarks but perhaps felt that, in the present market in which the demand far exceeds the supply of teachers, the preparation of many teachers, prior to appointment, will be limited to a master's degree program.

2. Regarding the components of professional education, two panelists expressed their strong conviction that methods courses were of limited value, since each teacher must develop his own methods, and that, except for content or subject matter, the most important item in the whole curriculum for the preparation of teachers of English in the junior college is the understanding of the junior college, its place in higher education, and its relationships to other elements of higher education; hence, greater significance should be attached to professional education as concerned with background in the functions and problems of the junior college. One panelist also strongly urged that this element in the curriculum should be an important feature of the continuing education of teachers in service and should be offered in continuing seminars, at various periods of the teachers' careers, with relation to the continuing experience of the teachers in the total junior college complex.

3. One participant felt that, since very few students in college are presently intending to go into junior college teaching, it is to be doubted that there would be a demand for the component of professional education in the pretraining program.

4. Finally, a junior college spokesman addressed a very strong plea to departments of English in universities:

> University people at the conference have observed that a shortage of talent and training to meet future teacher supply will create a crisis in higher education. This will affect the junior colleges. There is no shortage of talent in our culture. Perhaps the bottleneck is in the university. It is suggested that the universities turn out more junior college teachers and they be given a different kind of training. One gets the impression, however, that within the departments of English there is the desire to preserve a particular image, a certain status, and dedication to specializations that conflicts with such suggestions. University people should give a little to see if there isn't some way that we can meet the crisis of teacher supply. Junior college people should also try to make some adjustments and changes in curricular formats. Universities should help with inservice training, with summer institutes, and with a new kind of internal relationship that will allow them to meet their responsibilities to serve broader objectives and help the junior college.

Relation of Junior College English Programs to High School Programs[2]

Recommendations

1. Formulate concrete summer programs in which junior college and high school teachers in the same community may participate to their mutual advantage.

2. Establish or revitalize local professional (NCTE) groups to improve the communication between high school and junior college English teachers.

3. Urge administrators and governing boards to provide money and time to enable faculty groups to work together to improve the teaching of English in high schools and junior colleges.

4. Establish teaching loads in the high school and junior college at a level which will permit both effective teaching and professional improvement.

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[2] Group Roster: Frederick P. Kroeger, Flint Community Junior College (Chairman); Perry E. Gragg, San Antonio College; William F. Irmscher, University of Washington and Editor, *CCC*; Albert R. Kitzhaber, University of Oregon; Richard Lander, Shoreline College; Frederick B. Olsen, Briarcliff College; Irwin L. Spector, Phoenix College; Joseph J. Walsh, Berkshire Community College; Hulon Willis, Bakersfield College; Gordon Wilson, Miami University and Associate Chairman, CCCC.

Research Proposal

Define specific communication skills which may be identified and regularly tested from the ninth grade through the junior college English program and develop ways to measure skills from grade to grade.

Relation of Junior College Programs to Four-Year Colleges and Universities[3]

Recommendations

1. Provided comparable standards can be agreed upon, a senior college should normally accept a transfer student qualified by an accredited junior college, regardless of the PROCESS by which the junior college has been able to raise a student to those standards.

2. Cooperation between junior and senior colleges can be improved in these ways:

a. There should be exchanges of teachers between the junior and senior colleges.

b. Information gained in such exchanges should be used to devise programs for the preparation of junior college English teachers.

c. Internships for English majors should be established by which graduate students in English could teach in the junior colleges and receive assistance from both junior and senior college faculties.

Research Proposals

1. Determine the extent to which the senior colleges at present actually do accept as qualified students those who transfer from the junior colleges. [Leland L. Medsker's extensive study of transfer procedures, soon to be available, may provide the necessary information.]

2. Determine how junior colleges can integrate handicapped bilingual students into higher education so that they can transfer successfully to the senior colleges.

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[3] Group Roster: J. Richard Christian, San Jose City College (Chairman); Albert C. Adams, Arizona State College; William C. Budd, Western Washington State College; Leonard F. Dean, University of Connecticut; John H. Fisher, New York University and Executive Secretary, MLA; Glenn Leggett, University of Washington and Chairman, College Section, NCTE; Thomas B. Merson, American Association of Junior Colleges; H. K. Newburn, Arizona State University; Richard Worthen, Diablo Valley College.

English Courses for Adults and Community Services[4]

Recommendations

1. The problem of properly placing students in remedial English classes can be alleviated to some extent with improved counseling service at the time of enrollment.

2. Occupational courses should be adjusted to the needs of individuals in the community and to the general sociological and technological demands of the community. Those adults doing routine, unskilled jobs can benefit much from self-enrichment courses, especially courses in literature, since they are likely to have much leisure time but are the least equipped to use such time.

3. Both closed and open circuit television, though at least during the first five years generally a more expensive method of instruction, has great possibilities in the cultural program for adults. Developing a television course is a tremendous task, but a teacher who prepares such a course is a better teacher thereafter.

Research Proposals

1. Further consideration and study should be given to television, programed learning, and other innovations of a self-tutoring nature for possible use in the adult education program.

2. Study should be made to devise more adequate screening devices for placement in remedial English.

English Programs for Transfer Students[5]

Recommendations

1. If the junior college freshman English course is to be a transfer course equivalent to that in the four-year college, the necessary adjustments should be made to equalize teaching loads.

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[4] Group Roster: Herman Grundy, Kansas City Kansas Junior College (Chairman); Richard S. Beal, Boston University and Chairman, CCCC; P. Joseph Canavan, Mount San Antonio College; Leonard Garmire, Portland Community College; Cleetis Headlee, Jasper County Junior College; J. W. McDaniel, San Bernardino Valley College; Jack Mitchell, Briarcliff College; Evelyn H. Roberts, Meramec Community College; Lionel R. Sharp, Cazenovia College; James L. Wattenbarger, Florida State Department of Education.

[5] Group Roster: Esther M. Hamon, Scottsbluff College (Chairman); Bernard Blau, Staten Island Community College; Michael J. Cardone, Henry Ford Community College; Edward P. J. Corbett, Creighton University and Secretary, CCCC; John C. Gerber, University of Iowa and Coordinator, USOE English Programs; Robert Gorrell, University of Nevada and past Chairman, CCCC; Frederick L. Gwynn, Trinity College, MLA; A. Laurence Muir, University of Arizona; John F. Prince, Arizona State Board of Directors for Junior Colleges.

2. A central information bureau should be established that will make available to the profession all useful information regarding transfer programs.

Research Proposals

1. Studies should be conducted jointly by representatives of two-year and four-year colleges for the purpose of recommending basic goals and requirements for a freshman course appropriate to the needs of students in both types of institution.

2. Study should be made to evaluate various instruments for determining placement of students within tracks or in special sections in transfer courses or programs.

English Programs for Terminal Students [6]

Recommendations

1. All technical or transfer curricula should have general education courses selected for the level of the students.

2. Freshman English should not be used as a "survival" requirement.

3. Any student not qualified by any set of criteria for regular terminal or transfer English courses should have available remedial reading and writing at whatever level he is placed.

4. Two-year colleges should make it possible for a student to shift internally from terminal to transfer English courses with a minimum of adjustment problems.

5. All two-year technical and occupational curricula should include at least two English courses—one in composition and one in literature—in addition to whatever specialized English course, such as Technical Report Writing or Business Letter Writing, a curriculum may require. We also urge that shorter-term occupational programs or curricula should include as many of the nonspecialized courses as feasible.

Research Proposals

1. The development of more sophisticated and sensitive devices and methods for grouping students by their abilities.

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[6] Group Roster: William C. Doster, Miami-Dade Junior College (Chairman); Katherine M. Allison, Everett Junior College; Virginia Botsford, Phoenix College; William Cherniak, Arizona Western College; Sister Mary Jerome Danese, S.S.J., St. Joseph's Novitiate; Doris V. Gunderson, U. S. Office of Education; James H. Nelson, Orange Coast College; Dale Tillery, University of California at Berkeley; Samuel Weingarten, Wright Junior College; Mary Harper Wortham, Fullerton Junior College.

2. A study of the relationships of reading, writing, speaking, and listening perceptions and the implications of these perceptions on curricula.

3. Language laboratory experimentation with problems of speech and learning to determine whether or not the "machinery" can assist students develop "better" English in speech and writing.

4. Development of more materials for functional illiterate remedial programs.

Remarks

The extended discussion which the general assembly of the conference devoted to the recommendations of this study group indicated the complex problems that exist in terminology and concepts relative to terminal and transfer programs.

There was the remark that all courses in the junior college should be called, and be recognized as, "college" courses and that we should recognize that frequently the question of whether or not a particular course is transferable is dependent upon the relation of such a course to particular programs in particular four-year colleges and universities (a given course may be transferable to a four-year college of nursing but not to a four-year college of engineering).

One panelist strongly objected to the use of the word "terminal" and also objected to the concept of "terminal" as "binding to our thinking." Another recommended that the term "terminal" (or "career") not be employed in reference to students, though we might use such a term to describe courses or programs.

The conference recognized that, even if the categories of "transfer" or "terminal" are accepted, provision must also be made for another group of students: those who, because of limited background or ability, may not initially qualify for admission to transfer courses, but who, through pre-transfer or remedial programs, may later qualify for such admission. It was also recognized that students in so-called terminal or career programs may be among the brightest and most motivated students in the junior college and that all students in such programs, in addition to their technical or career courses, should have access to suitable courses in the humanities, the social sciences, and the natural sciences as a part of liberal education. To educate junior college students for lifelong learning, the diversified background and interests of junior college students suggest that we employ a diversity of approaches, particularly, when needed, something other than the standard university or transfer approach.

PARTICIPANTS AND THE PROGRAM

Roster of Participants

Albert C. Adams, Chairman, Department of English, Arizona State College, Flagstaff.

Katherine M. Allison, Division of Communications, Everett Junior College, Everett, Washington.

Jerome W. Archer, Chairman, Department of English, Arizona State University; Director of the Conference.

Thomas L. Barton, Chairman, Division of Language Arts, Columbia Basin College, Pasco, Washington.

Richard S. Beal, Director, Freshman-Sophomore English, Boston University; Chairman, CCCC.

Bernard Blau, Professor of English and Speech, Staten Island Community College, Staten Island, New York.

Richard M. Bossone, Professor of Education, University of California, Riverside.

Virginia Botsford, Chairman, Department of English, Phoenix College, Phoenix, Arizona.

Richard Braddock, Coordinator, Rhetoric Program, University of Iowa; Assistant Chairman, CCCC.

William C. Budd, Professor of Psychology, Western Washington State College, Bellingham.

P. Joseph Canavan, Chairman, Department of English, Mount San Antonio College, Walnut, California.

Michael J. Cardone, Professor of English, Henry Ford Community College, Dearborn, Michigan.

William Cherniak, Head of English, Arizona Western College, Yuma.

J. Richard Christian, Chairman, Department of English, San Jose City College, San Jose, California.

Edward P. J. Corbett, Professor of English, Creighton University; Secretary, CCCC.

Aileen Creighton, Chairman, Department of English, Del Mar College, Corpus Christi, Texas.

Sister Mary Jerome Danese, S.S.J., St. Joseph's Novitiate, Stuart, Florida.

Robert W. Danielson, Chairman, Department of English, Grossmont College, El Cajon, California.

Leonard F. Dean, Chairman, Department of English, University of Connecticut.

William C. Doster, Director, Division of Humanities, Miami-Dade Junior College, Miami, Florida.

John D. Ebbs, Professor of English, East Carolina College, Greenville, North Carolina.

Earle G. Eley, Chairman, Department of English, Wilson Junior College, Chicago, Illinois.

Wilfred A. Ferrell, Director of Freshman English, Arizona State University; Assistant Director of the Conference.

Jeremiah S. Finch, Professor of English, Princeton University.

John H. Fisher, Executive Secretary, Modern Language Association of America, New York, New York.

Dorothea Fry, Professor of Education, California State College at Los Angeles.

Leonard Garmire, Director of Liberal Arts Division, Portland Community College, Portland, Oregon.

John C. Gerber, Chairman, Department of English, University of Iowa; Coordinator, USOE English Programs.

Frederick T. Giles, Professor of Education. University of Washington.

Robert M. Gorrell, Chairman, Department of English, University of Nevada; Past Chairman, CCCC.

Perry E. Gragg, Chairman, Department of English and Journalism, San Antonio College, San Antonio, Texas.

William Graham, Director of Forest Park Campus and Vice-President, Junior College District of St. Louis, Missouri.

Herman Grundy, Chairman, Department of English, Kansas City Kansas Junior College.

Doris V. Gunderson, Research Coordinator, Basic Research Branch, U. S. Office of Education.

Frederick L. Gwynn, Chairman, Department of English, Trinity College; Associate Director of English Programs, Modern Language Association.

Esther M. Hamon, Professor of English, Scottsbluff College, Scottsbluff, Nebraska.

Robert Hannelly, President, Phoenix College, Phoenix, Arizona.

Brice Harris, Professor of English, Arizona State University.

Norman C. Harris, Professor of Technical Education, University of Michigan.

Cleetis Headlee, Department of English, Jasper County Junior College, Joplin, Missouri.

Robert F. Hogan, Associate Executive Secretary, National Council of Teachers of English.

William F. Irmscher, Director of Freshman English, University of Washington; Editor, *College Composition and Communication.*

Albert R. Kitzhaber, Professor of English, University of Oregon.

Frederick P. Kroeger, Professor of Language, Flint Community Junior College, Flint, Michigan.

Richard Lander, Chairman, Division of Humanities, Shoreline College, Seattle, Washington.

Glenn Leggett, Provost, University of Washington; Chairman, College Section, NCTE.

John Lombardi, President, Los Angeles City College, Los Angeles, California.

J. W. McDaniel, Vice-President of Instruction, San Bernardino Valley College, San Bernardino, California.

Thomas B. Merson, Assistant Director for Commissions, American Association of Junior Colleges, Washington, D. C.

Jack Mitchell, President, Association of English Teachers at Two-Year Colleges, Briarcliff College, Briarcliff Manor, New York.

A. Laurence Muir, Chairman, Department of English, University of Arizona.

James H. Nelson, Orange Coast College, Costa Mesa, California.

Harry K. Newburn, Professor of Education, Arizona State University.

Frederick B. Olsen, Professor of English, Briarcliff College, Briarcliff Manor, New York.

John F. Prince, Executive Director, Arizona State Board of Directors for Junior Colleges, Phoenix.

Gordon B. Pyle, Assistant Director, Department of Community Colleges, State of North Carolina, Raleigh.

Evelyn H. Roberts, Division of Communications, Meramec Community College, Kirkwood, Missouri.

Donald A. Sears, Commission on Plans and Objectives, American Council on Education, Washington, D. C.; Executive Secretary, College English Association.

Lionel R. Sharp, Coordinator, Freshman English Staff, Division of Liberal Arts, Cazenovia College, Cazenovia, New York.

Irwin L. Spector, Dean of Instruction, Phoenix College, Phoenix, Arizona.

James R. Squire, Executive Secretary, National Council of Teachers of English.

W. O. S. Sutherland, Jr., Professor of English, University of Texas.

James W. Thornton, Jr., Professor of Secondary Education, San Jose State College, San Jose, California.

Dale Tillery, Professor of Education, University of California, Berkeley.

Joseph J. Walsh, Dean of Faculty, Berkshire Community College, Pittsfield, Massachusetts.

James L. Wattenbarger, Director, Division of Community Colleges, State Department of Education, Tallahassee, Florida.

Samuel Weingarten, Professor of English, Wright Junior College, Chicago, Illinois.

James Welton, Professor of English, Wabash Valley College, Mt. Carmel, Illinois.

Elizabeth S. White, Supervisor of Language Arts, Instructional Division, Dade County Public Schools, Miami, Florida.

Hulon S. Willis, Chairman, Department of English, Bakersfield College, Bakersfield, California.

Gordon Wilson, Assistant Chairman, Department of English, Miami University, Oxford, Ohio; Associate Chairman, CCCC.

Mary Harper Wortham, Professor of English, Fullerton Junior College, Fullerton, California.

Richard Worthen, Chairman, Department of English, Diablo Valley College, Concord, California.

Group Assignments

1. The Preparation and Continuing Education of Junior College Teachers
   (Language and Literature Building, Room 213)
   Chairman: Dorothea Fry, California State College at Los Angeles
   Study Paper: Jeremiah S. Finch, Princeton University
   Resource: Frederick T. Giles, University of Washington
   Group Roster: See above, p. 118.
2. Relation of Junior College English Programs to High School Programs
   (Language and Literature Building, Room 215)
   Chairman: Frederick P. Kroeger, Flint Community Junior College
   Study Paper: Elizabeth S. White, Dade County Public Schools

Resource: James W. Thornton, Jr., San Jose State College
Group Roster: See above, p. 123.

3. Relation of Junior College English Programs to Four-Year Colleges and Universities (Language and Literature Building, Room 313)
Chairman: J. Richard Christian, San Jose City College
Study Paper: W. O. S. Sutherland, Jr., University of Texas
Resource: Gordon B. Pyle, Department of Community Colleges, State of North Carolina
Group Roster: See above, p: 124.

4. English Courses for Adults and Community Services
(Language and Literature Building, Room 3)
Chairman: Herman Grundy, Kansas City Kansas Junior College
Study Paper: Aileen Creighton, Del Mar College
Resource: William Graham, Junior College District of St. Louis
Group Roster: See above, p. 125.

5. English Programs for Transfer Students
(Language and Literature Building, Room 5)
Chairman: Esther M. Hamon, Scottsbluff College
Study Paper: Thomas L. Barton, Columbia Basin College
Resource: John Lombardi, Los Angeles City College
Group Roster: See above, p. 125.

6. English Programs for Terminal Students
(Language and Literature Building, Room 31)
Chairman: William C. Doster, Miami-Dade Junior College
Study Paper: Earle G. Eley, Wilson Junior College
Resource: Norman C. Harris, *University of Michigan*
Group Roster: See above, p. 126.

Program of Meetings

Sunday, February 21

I. *Opening Session*	(Sunday, 1:00 p.m.–3:00 p.m., Language and Literature Building, Room 18)
Presiding:	Jerome W. Archer, Arizona State University; Director of the Conference
Addresses:	"English Instruction in Two-Year Colleges: Problems and Possibilities," Albert R. Kitzhaber, University of Oregon

	"English in the Total Context of American Junior College Instruction," Thomas Merson, American Association of Junior Colleges
Group Meetings	(Sunday, 3:30 p.m. – 5:00 p.m.)
Group Meetings	(Sunday, 7:00 p.m. – 9:30 p.m)

Monday, February 22

II. *Panel Session*	(Monday, 9:00 a.m. – 10:30 a.m., Language and Literature Building, Room 18)
Topic:	The NCTE-CCCC Status Survey on English Instruction in the Two-Year College: What It Means, Where It Points (a panel discussion with audience reaction)
Presiding:	John H. Fisher, New York University; Executive Secretary, Modern Language Association of America
Panelists:	Richard Worthen, Diablo Valley College; President, California Association of Junior College Teachers of English Samuel Weingarten, Wright Junior College Leonard F. Dean, University of Connecticut Harry K. Newburn, Arizona State University
Group Meetings	(Monday, 11:00 a.m. – 12:00 noon)
Group Meetings	(Monday, 1:30 p.m. – 3:00 p.m.)
III. *Panel Session*	(Monday, 3:00 p.m. – 4:30 p.m., Language and Literature Building, Room 18)
Topic:	Research in Junior College English
Presiding:	James R. Squire, University of Illinois; Executive Secretary, NCTE
Panelists:	"Research in College English with Implications for Junior College Teaching," John C. Gerber, University of Iowa; Coordinator, USOE English Programs; Chairman, National Association of Chairmen of Departments of English

"Research Designs of Potential Value in Investigating Problems in the Two-Year College," William C. Budd, Western Washington State College

"Research That Is Needed in the Two-Year College," James H. Nelson, Orange Coast College

Group Meetings (Monday, 7:00 p.m. – 9:30 p.m)

Tuesday, February 23

Group Meetings (Tuesday, 9:00 a.m. – 10:30 a.m.)

IV. *Final General Sessions* (Tuesday, 10:30 a.m. – 12:00 noon, and 1:30 p.m. – 3:30 p.m., Memorial Union, Main Ballroom)

Each group was responsible for summarizing its agreements and disagreements and presenting a statement of recommendations, research proposals, and problems for discussion by the total conference. A panel of specialists representing different points of view served as commentator to react to each presentation.

Presiding:
First Session: Robert Gorrell, University of Nevada
Second Session: Jerome W. Archer, Arizona State University; Director of the Conference

Panelists:
Glenn Leggett, University of Washington, Chairman
Dale Tillery, University of California, Berkeley
Hulon S. Willis, Bakersfield College
James L. Wattenbarger, State Department of Education, Tallahassee, Florida